

BUSINESS EDUCATION WORLD

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1953

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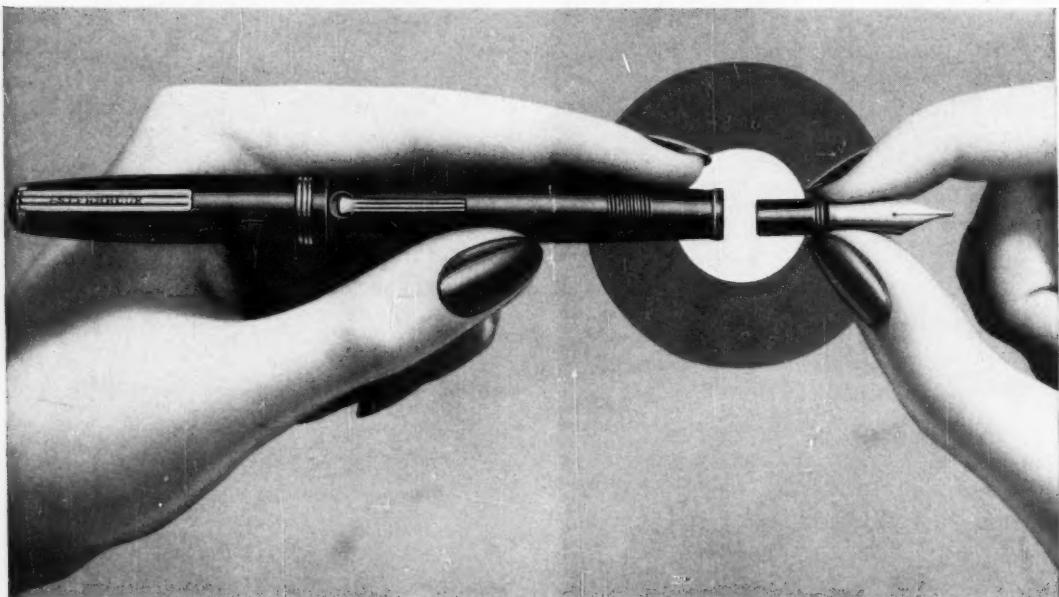
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BUSINESS SCENE

■ A Labor Bill and Taxes—

Revision of the Taft-Hartley act no longer is a sure thing. It's on the program for this session, but there's a good chance it will be delayed since there's rising controversy over what to do. Most big union leaders haven't given up their position that the law should be wiped out entirely. Businessmen are split—some are willing to go along with moderate changes; others say no—that the law hasn't had a chance to work under a friendly administration. They want to give it a trial.

This puts Congress on the spot. It's willing to modify the statute, but it wants labor and management to get together on what is to be done. And right now, the prospect for agreement is on the decline.

• *The upshot* of the whole situation may be a delay on T-H until next year. The President promised a revision, but he hasn't said what he wants. Secretary of Labor Durkin's meeting with representatives of labor, management, and the public on what's needed hasn't been too well received. Meantime, the National Association of Manufacturers is sniping at Eisenhower's labor advisors. It's this sort of split situation that makes Congress take it easy. A testing of the political winds in May or June may well bring a delay on T-H until next year—unless Eisenhower makes a fight for changes.

• *Taxes* are in the same boat. The Republicans want to cut now. But there's an argument over what should come first—a balanced budget or tax relief. Hence the hesitancy. The odds are against any July 1 reductions, either on individual incomes or on the earnings of corporations. To make a cut effective at that time, the GOP Congress would have to buck the new President. Cuts on January 1 are more likely. That means keeping the excess-profits tax until the Korea boost on individuals dies. Compromises are talked of, such as a cutoff date of October 1. But these come from Congress. So far, they have had no encouragement from Eisenhower's staff.

■ Training Better Drivers—

Aetna Casualty & Surety Company, like other companies that insure automobiles and auto drivers, has done a lot of worrying about the growing number of U.S. traffic accidents. One way to cut down accidents, Aetna figures, is to train drivers better. To that end, the company is backing an experimental, wheelless car called the Drivotrainer.

• *The Drivotrainer* simulates all

standard car controls—brakes, clutch, gearshift, and the like. It even has an electric motor that "stalls" when the clutch is let out too fast.

Along with the training cars themselves, there's a series of 22 films that totals about three hours' running time. The final film, 25 minutes long, shows what a driver might see through the windshield of a moving car. It includes road signs and highway emergencies. The student in the Drivotrainer is told to imagine that it's his windshield and that he is driving the car. He makes all appropriate stops, starts, and turns. Actually, it amounts to something very near an actual road test.

The Drivotrainer is set up to score the student automatically while he's taking the test.

■ GE and Broadway Shows—

Broadway and Hollywood have done their bit to zip up sales meetings for consumer appliance distributors. Now General Electric has turned on the glamor to promote its heavy goods: industrial products and power distribution equipment.

• *GE's program*, dubbed the Time of Your Life, includes 33 two-day conferences to be held in 13 cities for some 4,000 GE distributors' salesmen. At the meetings, salesmen learn how a product works, and, above all, how to sell it. Between serious moments, girls in bathing suits, ventriloquists, and funny-men keep the boys interested.

■ What Businessmen Are Talking About—

• *Advertising billings* in 1952 squeezed 52 advertising agencies into the \$10-million-or-more category—the largest number ever reported in this bracket. In 1945, the year the War ended, only 27 agencies made the grade.

• *Price cuts* across the board for Remington Corporation's room air conditioners have been announced. Cuts range from \$10 to \$40 on consoles; window models are docked \$20. Remington thinks it's the first company to go in for wide-scale price cutting in these lines.

• *Baseball* is a sport, not a business, says a federal court; and reserve clauses in player contracts do not violate antitrust laws. The opinion upholds prior rulings, but the test-case losers will appeal.

• A new paperbound reprint line comes into the field April 16. Doubleday & Company is bringing out Anchor Books, aimed at the highbrow market. Prices will range from 65¢ to \$1.25.

To HIGH SCHOOL

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- 7 were taking dictation at 120-140 wpm
- 6 were taking dictation at 100-120 wpm

Four of the seven Senior High Schools in the Newark System now teach Stenograph and three others plan to introduce it in September, 1953.

Mr. Raymond C. Goodfellow,
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BUSINESS EDUCATION WORLD

Volume 33 • Number 8

April, 1953

Free-Lance Company Training

An authority on out-of-school teaching tells how to perk up your purse and personality with a "hobby" that pays off

DR. LAWRENCE D. BRENNAN

School of Commerce
New York University

DID YOU KNOW that there are businessmen who would like to carry you on their payrolls—*as a teacher*? There are. Maybe you're missing a bet right under your nose that can make a big difference in your wallet. Maybe you're missing a bet that can bring you invaluable community prestige and help you put first-hand realism into your regular teaching practice.

Such a bet is free-lance company training. You invest a few spare hours—an evening or two a week, perhaps a Saturday—in some office or industrial plant, injecting a little *zing*, with a big professional touch, into the company's training program, and—presto! not only do you start hearing the cheery crackle of new long green, but you experience the wonderful surging thrill of real teaching satisfaction.

To this writer, who has been rummaging about in the field of extra-school teaching since the close of World War II, it seems little short of appalling that thousands of opportunities for free-lance offerings should be passed up every day across the breadth of this nation. Through indifference, or asleep-at-the-switch-ness, many qualified teachers deny themselves the chance to engage in this lucrative and exhilarating side line.

Although our literature is loaded with discussions of company training, the chief urging for more and bigger programs still springs from management, rather than from teachers. Curiously enough, the company-education trend is one of drafting more and more professional talent—that's you—

from outside the business being served. Moreover, there is a swelling interest on the part of progressive management in the very brand of idealism that you, as an American teacher, have been nurturing for years.

Yes, the bringing-in process still commences on the management side. Exceptional is the teacher who will seize the initiative and *sell* a training program—and himself—to local business and industrial leaders. But you can.

■ Sure, You Can Do It!

There is plenty of room for you. Don't tell me that shyness is holding you back! Or, are you holding back?

Is it possible that you have some faulty notions about the attitude of businessmen toward teachers? If so, forget those notions. Progressive management is hungry for your brand of chalk dust. They know that, to be a teacher, you have to have something on the ball. They know that the moment you are introduced to your class as a teacher you will get respectful attention, a good audience reaction. They know that you know how to organize material for instruction. That is why business wants *you*.

The action of a very large New York City bank last year is typical of the trend. A training program was long overdue. A dozen supervisory employees in that bank were ready, willing, and able to serve as teachers. But management snubbed them all. Why? Simply because management prefers to bring in a *professional teacher*—even as you and me—to give the course the detachment and expertness possible

only from a classroom practitioner.

Is it fear of the unknown that makes your initiative slack off? Maybe you chill at the thought of teaching adults? Forget that fear! An imaginative teacher, in love with his subject and in love with his vocation, should never fidget with qualms about adult education. Pry your mind open with one question: "Am I ready to accept adults as *adults* and not as children, and yet to recognize that there is in all adults an almost childlike yearning for self-expression and growth and recognition?"

As a free-lance Tyro, you're going to glow with the pleasant discovery of how much you are needed and appreciated in the adult education field.

■ Who's Going to Hire You?

Right off the bat, probe realistically your own resources. Make a list of the things you can teach and teach well. Then, ransack your mind to think of all the opportunities available both locally and in your adjacent communities. In a trice, a number of courses should flash before you.

Why, yes! You deal in skills—short-hand, typewriting, bookkeeping, business machines. There should be spots immediately at hand wherein you can adapt your regular school offerings to create an advanced, or a refresher, or a remedial, or an exploratory, or even a personal-use course in each of the subjects you are already teaching every day. How many businessmen have you heard say, "I wish I could write short-hand," or, "Boy, how I wish I could type?" Nine out of every ten you've ever met!

This writer knows teachers who have



New Method Makes Arithmetic EASY TO TEACH FUN TO LEARN

**Calculators will have
your children thriving
on Math!**

**Inexpensive Monroe
Technique costs
only 5¢ a day!**

Now your children can learn math with the same ease and fun that an experimental class did—two years ago—at internationally famous Hunter College Elementary School.

In these experiments, Hunter teachers set out to discover whether arithmetic—always a bogeyman to children—couldn't be made popular. They gave the youngsters problems... let them check their pencil-and-paper answers for multiplication, addition, subtraction, and division on calculating machines.

Fully ¾ of the children showed a marked improvement in arithmetic. For this method combined, ideally, the teaching of arithmetic with the mechanical "fun" of the Monroe Educator—a simple, durable calculator. It made arithmetic less abstract, far easier to grasp.

Improvement is apparent in both slow and fast learners. And the unique Monroe Educator method ties in so ideally with "Teaching by Manipulation," "Teaching

by Doing," that teachers actually call it the "Mechanical Scratchpad."

You can own this Monroe for just 5¢ a day. Ask your nearest Monroe representative to tell you how other schools, other teachers have used Monroe's unique Educator Method to make their teaching job easier—and at this surprisingly low cost, too. Or write to The Educational Director, Monroe Calculating Machine Company, Inc., Orange, N. J.

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MONROE CALCULATING MACHINE COMPANY, INC., ORANGE, NEW JERSEY

designed "clinics" both in typewriting and in calculating-machine operation; banks are especially fair game for such clinics. In many large financial institutions, such as banks and insurance companies, there is a periodic and recurring demand for "clinics" in how to dictate letters, how to write reports, how to read and interpret financial statements, how to prepare form letters so that your secretary can answer most of your mail, how to write collection letters . . . on and on the list can go.

If you're a typing teacher, you can walk into the personnel office of almost any large firm and say, "I can teach your billing typists to type numbers with perfect accuracy"; and you will find yourself signed to a contract to prove you can do it.

If you're an English teacher, you can walk into that same personnel office and state that you can teach *correct* punctuation to secretaries (or, for that matter, to businessmen and copy writers and letter correspondents); and you will get an equally welcome reception.

In these days of office-help shortage, any business teacher can find a late-afternoon or early-evening assignment teaching typing and shorthand—at any level from beginning to superadvanced—in any large firm (you use the steno pool as a classroom, probably), because many firms are finding it wiser to upgrade employees than to go hunting the streets looking for expensive help.

If you are a teacher of accounting or bookkeeping, you might give one course to regular accounting-department personnel on advanced or new techniques and a general-information course to other members of the staff. This writer is acquainted with one accounting teacher who is gaining considerable fame in New York City for an unusual side-line course for adults: "Accounting for the Layman."

■ No Ceiling to the Opportunities

You'd be amazed at how many firms are eager to pay you good consultation fees for what you give your young pupils hour in and hour out all day long. This writer knows one teacher who started to help a business friend write better letters; she soon found herself teaching the executives of his company the same material as a formal course—and then she was retained to come in once a week and look over carbons of their letters (as a consultant) and offer, at a stiff price, the same kind of comments she had been writing for two years—for free—on the margins of her high school students' papers.

The writer knows teachers who have had office and even plant reorganization projects thrown into their laps. Remember that a business grows like Topsy and that you may be the very person needed to straighten out some

of the helter-skelter practices that have developed. A close associate of the writer entered the laundry industry to train route salesmen, but found himself immediately booked as a general trouble shooter for all the time he could spare from his own classroom.

If you don't think that there is great and admitted need for jacking up supervisory techniques along the lines of modern scientific insight, just write to the NOMA for their opinion on the soaring cost of inept clerical control and the need for better supervision.

Maybe you start with something as simple as redesigning the form and style of a company's correspondence. If you haven't been collecting business letters, you'll be amazed at how many companies still use letterheads that sprawl over half the writing surface of the paper and still say, "Yours of the 6th ult. received." One teacher I know endeared herself permanently to an executive by designing for him a distinctive letter format and recommending the use of a carbon ribbon for his personal correspondence.

The writer had the satisfaction of hearing an executive tell his group that the preceding week's lesson on the "you" attitude had already *earned him a thousand dollars*. The need for consultation of this kind is reflected in the success of organizations like the Hower's letter-improvement firm in St. Louis and the Bureau of Business Practice in New London.

Teachers in the field of distributive education can do a land-office business; courses in salesmanship, sales psychology, and sales personality have been consistent favorites through the years. In fact, an excellent course in almost any area of business, from operating a switchboard to dispatching messengers, can be developed around the sales theme.

And don't overlook human and industrial relations; that is a field commanding the liveliest of interest today. Supervision, as already mentioned, is one of the weak links in modern business, and the need is enormous for discussion leaders who can help develop the potential of young executives and beguile "bottom up" communication from white-collar and blue-collar workers. What opportunities there are if you can lead discussions among women employees! Just the other day, the writer sat in on a *fascinating* discussion on the problem of overcoming friction between the voice-machine transcribers and the voice-machine dictators.

Almost any area in business work in which you are competent is an area in which some large firm or association of small firms has critical problems they would welcome your help in solving.

■ The Mechanics of Such Assignments

Remember that there are at least three ways to conduct these courses. One is for you just to stand up there and tell the class what you feel they should know. One is for you to open the discussion and then take all questions. One is for you to act simply as a discussion leader, the prodder, the drawer-outer.

But, when you make your contact and present your idea, have an outline of what your course would cover. "Just a tentative outline," you explain, "for the purpose of this discussion today. It would be modified after consultation with your staff and yourself, so as to include the things that you believe are critically important."

You must have an idea, and it must be well thought out; it isn't in the least likely that you will use it exactly as you first think it through—but you must have it—and several (a dozen) copies of it—with you on your first interview. It's just a sample of what you *might* do.

What do you charge? The matter of fee must be given very careful thought. Often the problem is solved by an offer from the company or organization being served, but usually the burden is on you to state your price. The businessman is still a businessman; he wants to see the price tag on the package.

A beginner is never in a good bargaining position, to be sure; but this writer would warn against placing too low an evaluation on your teaching services. You are selling *quality*, not a bargain. The higher you value yourself, the more respect the employer will have for what you offer. It's almost as though you said, "Well, do you want me to do a thousand dollar job or a hundred dollar job?"

If the program is for a short period of time, the average high school teacher or college instructor should get no less than ten dollars an hour or about thirty-five dollars for a morning, afternoon, or evening. For services that will continue for a long time, the teacher may find it wise to scale his rate down a bit. Fear not! With growth of reputation, your fee will soar. Certain associates of this writer's refuse to take less than \$100 a night; and one commands \$100 fees for half-hour lectures. One acquaintance, who specializes in tutoring scions of industrial fortunes in principles of business, collects \$75 an hour. Such teachers, of course, have had considerable executive experience and are recognized as authorities in their fields; but they have so many opportunities, and at such rates, that they can pick and choose. After a while, you will do that, too.

Making the initial contact is important
(Continued on page 407)

SOUNDSCRIBER OFFERS INTENSIVE TRAINING COURSE FOR SCHOOLS

THE EDUCATIONAL DEPARTMENT of the SoundScriber Corporation has just released SoundScriber's new classroom kit—a fully implemented, intensive course in the operation of the SoundScriber transcribing machine. The package course is known as "Modern Machine Transcription," and it was prepared by Arthur Walker, Virginia state supervisor of business education.

The full kit consists of the following units:

- *Ten SoundScriber disc records.* Each record is double faced. Each side of a disc provides, when used in conjunction with the other materials in the kit, an hour's lesson; and the materials of the course are so organized that it can be conducted as either a ten- or a twenty-lesson training program.
- *A student textbook,* which provides complete machine orientation and full directions for each of the lessons. The textbook also includes the printed transcript of the first letter on each record.
- *A teachers manual,* which provides, in facsimile, a key to all 84 of the transcripts called for in the twenty-lesson course and suggestions to the instructor setting up a rotation schedule for office-training practice.
- *A student stationery pad,* which provides stationery for the transcribing exercises, pretranscription exercise sheets, error-analysis records, a final examination, and an application form for use in obtaining the official Certificate of Proficiency in SoundScriber operation.
- *A file tray,* which is a wooden, hinged-top box in which the practice recordings are to be stored.
- *The Certificate of Proficiency,* which is awarded to students who complete the course and achieve satisfactory skill, as measured by performance on the course's final examination. Both 10-lesson and 20-lesson students may apply for the Certificate; the determining factor is, primarily, achievement on the course examination. The Certificate is conferred in an embossed card case.

THE TRAINING PROGRAM in "Modern Machine Transcription" has been painstakingly and ingeniously planned to provide not only the basic materials of instruction but also many additional points of information and experience that are valuable in any office-training program.

The author has achieved, for example, a signal degree of realism for the student. The learner is "employed," at the outset of the course, as a clerk-stenographer in the offices of a mythical firm, the National Office Supply Company. He transcribes all his letters on the firm's letterheads, using the letter style "adopted" by the firm.

Example of ingenuity: The author selected the National

Office Supply Company because its correspondence would provide the student with the maximum opportunity of becoming familiar with the names and terms peculiar to office machines, appliances, and materials that all stenographers will use in actual employment.

The vocabulary (and therefore of spelling) of transcribing problems is carefully graded so as to achieve a progressive degree of difficulty. The quantity of material to be transcribed is controlled, too, so that students may readily complete each lesson in a typical school class period.

In addition to the material to be transcribed, each lesson also includes:

- *A typewriting warmup,* which includes typing practice on difficult words and phrases—a transcription preview.
- *Spelling drills,* with lists of words to be studied outside of class and then typed as a test at the beginning of each transcribing period.
- *Secretarial studies* dealing with procedure and "pointers," such as "Planning the Day's Activities," "Rush Jobs and Overtime Work," "Correct Use of the Telephone," and so on.

THE PRICE of the kit is much more modest than the scope of the training program would lead one to expect.

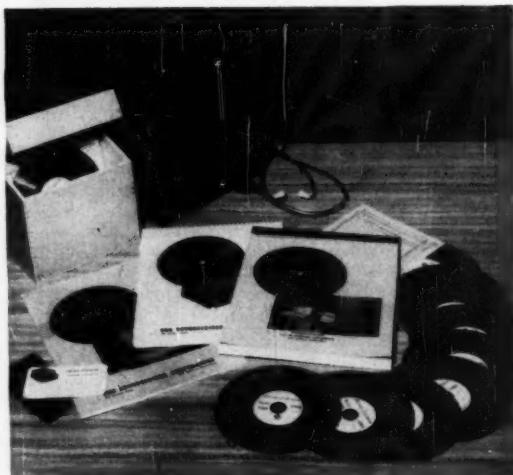
A complete kit costs about \$11. If a school has two SoundScriber transcribing machines and can use each five periods a day, the first ten students could be trained for \$2.35 each:

1 Set of discs (one set will do if the students are paced a disc apart)	@ \$6.70	\$ 6.70
1 File box for storing the discs	1.40	1.40
1 Teachers key and manual70	.70
2 Textbooks (1 for each machine)	1.60	3.20
10 Stationery pads80	8.00
10 Certificates and cases35	3.50

Total materials for first ten students \$23.50

Once instruction is under way, additional students can subsequently be trained for just the cost of the stationery pad and certificates. Ideally, it would be a good thing to have separate copies of the text for each student, too; having these would simplify doing the spelling and other steady assignments.

Copies of the materials may be seen at any of SoundScriber's 230 distributors; other details may be obtained by writing to SoundScriber at 146 Munson Street, New Haven 4, Conn.



The SoundScriber kit is a full, complete package

TYPEWRITING FOR ADULTS IN A METROPOLITAN NIGHT SCHOOL

Part Two: Case Studies of Four Typical Students

OPAL H. DELANCEY
State Teachers College
Paterson, New Jersey
Formerly, City College of New York

■ Student No. 1: "Mary"—

Let me introduce you to a fine woman whom we shall call Mary. She is an attractive colored woman from Harlem, 39 years of age, happily married to a musician who travels with a name band. She is the mother of two children, a son eighteen and a daughter twelve. During the class intermissions, she talks constantly about her husband's work and about her children's achievements. She is especially proud of her son, who (according to her) has unusual musical talent, which includes the gift of perfect pitch.

Mary is a graduate of the academic course of a large New York high school and is also a graduate of a well-known school for beauty operators. She has had no previous business training nor business experience. Her work history includes a job as personal maid to an actress, as a beauty operator specializing in manicures, some experience as a professional model. Her present occupation, however, is as a mother and housewife.

For hobbies, Mary has reading (particularly mystery stories and light fiction—as she says, "No heavy stuff!") and playing bridge (average, five to ten hours a week). She is not a musician herself.

From my notes as Mary's instructor, I list the following information:

1. Average weight and height. Excellent appearance; always neat and well groomed. Wears beautiful clothes to the best advantage.
2. Unusually keen sense of humor. Always reacts to problems in class in a light-hearted manner.
3. Well-poised and even-tempered.
4. All indications point to a below-average learning rate.
5. Physical condition and health habits, as far as could be learned, excellent.

Mary's day, which begins at 10:30 a. m. and ends at 12:30 a.m., includes activities typical of any upper-middle-class housewife and mother and indicates that she has plenty of nourishing food and sufficient time for rest and relaxation, with the typing class as her only outside activity, at present.

There is no doubt as to why she is studying typing:

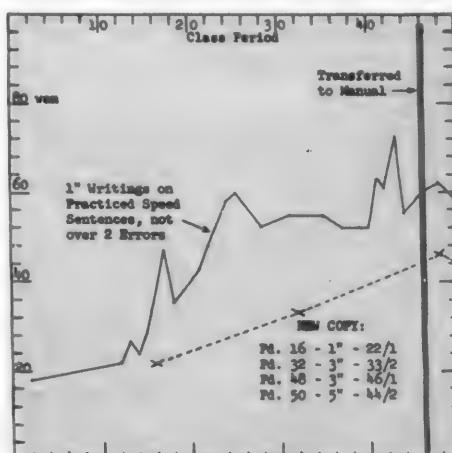
I am taking typewriting in order to get a job so that I can help my children go to college. I am too old now to work as a manicurist. For a musician, my husband is an old man; what he will do next, I do not know. My son wants to be a physician, and my daughter wants to be a teacher. I want my children to have a good education, good jobs, and not to have to work as hard as their father works. Then, too, if my son goes to college, the draft won't get him.

Later in the course, one evening after class, another motivating factor came to light. Mary believed the "top-flight" job in New York to be a position at City Hall. During registration for the typing course, an aggressive clerk (with an eye tuned to registration figures) had told Mary that if anyone could train her to work at City Hall, the instructor scheduled to teach this class in typing was the one person in all New York who could do so.

As the semester progressed, there was no doubt of her seriousness in wanting to secure that position at City Hall. Furthermore, it is entirely possible that she may eventually do just that; at least, she was very active in political meetings, and she attended a dinner for Mrs. Roosevelt—which is more than I was ever invited to do. I wanted to help Mary get her job at City Hall and to get her children through college.

This student had had no previous instruction in typewriting nor had she used a typewriter previously. She did her utmost to learn, and she did all she could to get information from me that would help her to learn. Throughout the training period, she made good, steady progress in timed writings of straight copy and in simple production problems. However, in working with a tabulation problem or with a production problem requiring judgment or planning, Mary encountered difficulty. Up to and including the last evening of the class, she had to have help in determining tabulator or marginal settings. It is questionable whether Mary ever did learn the difference between the use of a margin stop and of a tabulator stop.

Mary laughed about being a slow learner; but, naturally, she was embarrassed by her inability to comprehend quickly. She did not ever achieve maximum results in her work because I could find no way to help her catch on to new problems more quickly. If I could just once have found a way for her to succeed in working with a new problem, she would have experienced some success in job production work. It is interesting to observe that when another student



MARY, trained on electric, made steady progress. She hit a peak of 72/0 on practiced speed sentences, and wrote 44/2 on 5-minute writings at end of the term.

had time to help her with her problems (particularly one of her own race), they got better results together than I ever achieved with her.

Mary's difficulty with production work, nevertheless, did not enter into her steady and regular increase in straight copy, as the graph of her progress shows. Success in this phase of her work, plus her grand sense of humor, would seem to account for her continued success in increasing her skill in timed writings.

■ Student No. 2: "Dolores"—

Dolores is an attractive woman, a native Panamanian who had been in this country only three months when she enrolled in the typing course—thirty-two, a divorcee, and the mother of a son fourteen years old. During intermission, she, too, talked of her son and of her ambitions for him; in fact, she had emigrated from Panama to give him the advantages of an American education and of the American standard of living.

Dolores was a graduate of an academic program in a Panamanian high school and she was also a graduate of a school in beauty culture. She spoke Spanish, of course; but she also spoke excellent English and, compared with other members of our typing class, had little difficulty with it. Her work history showed that she had owned and operated a beauty shop in Panama. Her present full-time occupation is as housemaid and her part-time employment is as model for a furrier.

In commenting on hobbies, Dolores said that at present she had time only for earning her living, attending typing class, and keeping house for her son. In Panama, however, she had read extensively and had taken part in outdoor sports.

From my notes on Dolores, the following are significant:

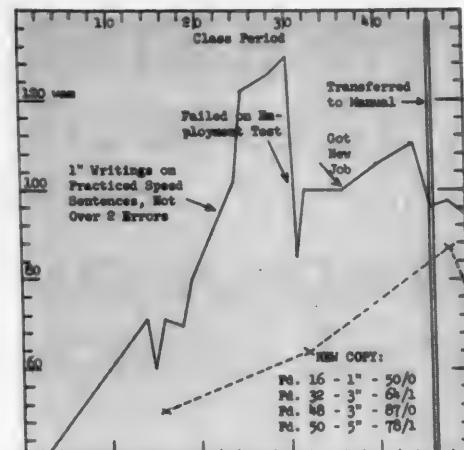
1. Tall, dark complexioned, slight build. Excellent appearance. Wear inexpensive clothes to as much advantage as I have ever observed any girl capable of doing.
2. Tense and aggressive, triggerlike reaction in movement and speech.
3. Uneven-tempered.
4. Rapid learner. Unusually conscientious about following instructions and completing assigned activities. If she encountered any difficulty in her work, she did not hesitate to interrupt the entire class to call, "Oh, Miss!"—and we all stopped until her problem was under control.
5. Physical condition and health habits might be questioned. At least, in reply to the question about food and rest, her comment was, "I would be ashamed to put it on paper." From occasional hints dropped, rising early, late to bed, rushed, hurried day with no real time to eat were typical. She looked to be in good health, however, so perhaps she had been following this schedule only since coming to the United States.

Dolores, too, has very definite reasons for taking typewriting:

I must get a better job, with regular hours. My present employer wants me to start sleeping in next month, as she is expecting a baby and wants me there at night. I cannot leave a fourteen-year-old boy alone in New York. I have to be both father and mother to my son, and what I make is all we have to live on.

This student, as has been seen, has personal problems in every area investigated—financial, educational, vocational, family, health, and personal-emotional (failure of marriage, lack of assistance in supporting son). It is interesting to note, however, that she made far better progress than any other member of the class. Her early progress was such that her work, without her knowing it, was closely observed as possible contest material.

During the thirty-first hour of instruction, Dolores was informed of an interview for a job with one of the leading typewriter companies. She, of course, was more than thrilled about the possibility of a better job. She wanted the job very much. Furthermore, she solicited information from other members of the class and from me about how to go about an interview and even what to wear, though she



DOLORES, excitable and determined, hit 129/1 in 30th period, then fell back after "blowing up" on an important employment test. Ended with 78/1 for 5 minutes.

was a model herself. She made every preparation a person could for that interview.

It is sad to report that she "blew up" completely in taking the pre-employment test. She never recovered from this blow; an analysis of her work indicates a sharp drop, never completely recovered. Another interesting factor at this point is that she felt worse about it from the instructor's standpoint than she did from her own. Nothing seemed to convince her that she had not let the instructor down, for the instructor had set up the interview and had supported her application.

The thirty-sixth hour of instruction, though, through a local employment bureau, she did secure a position as a general clerical worker. Her attitude and work showed considerable improvement from this point to the end of the course. There was excellent improvement in production activities after it was suggested that she bring to class samples of work she was doing on the new job so the group could help her with it. At the fiftieth hour of instruction, she was employed as a vocational typist; and, interestingly enough, she was taking dictation on the typewriter. (She had wanted when she began typing to take shorthand, too, but did not have the money to pay the extra tuition.)

It is rather amazing to observe at this point that when questioned about whether or not she was encountering difficulty with proofreading, her reply was *no*. Early in the semester, I had noticed she was having some difficulty with proofreading. Further study, though, revealed that the words she missed in proofreading were those she did not spell correctly. At the end of the course, she was having very little difficulty with spelling, which is not true of many English-speaking students in the group.

As far as could be ascertained, her biggest problem was impatience and temperament. Unless she could understand directions immediately or see rapid improvement in her work, she was noticeably disturbed.

Dolores gave a great deal of thought to the question, "As the instructor, what do you believe that I have done in this course that has helped you most?"

1. Your smile, no matter what happens.
2. Your clear and definite instructions—you do not talk too fast.

She also answered the question, "As the instructor, what do you believe that I have done in this course that has helped you least?"

1. You permit jokers to take up valuable class time.
2. You use words that I do not know the meaning of—one hates to admit they do not know, at all, what you are talking about. When using business terms, can't you illustrate more often what you mean?
3. You had us repeat the same material many times.

From what I observed, Dolores readily adjusted and progressed on either type of machine, electric or manual. When asked to state a preference, she preferred the electric typewriter, for the following reasons:

1. I want to increase my speed—I can go faster on the electric.
2. It is easier to operate—the manual makes me tired.
3. Work looks better on the electric.

■ Meet Student No. 3: "Bill"—

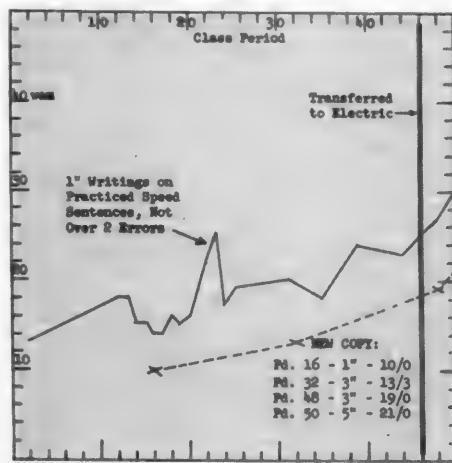
Bill is a native-born American, forty years of age, engaged to be married next July, a veteran, and a hospital pharmacist. As far as could be ascertained in a classroom situation, this man was an unusually fine person—well liked, and respected by the other students and by the instructor. When visitors entered the room, they, too, seemed to notice this man more than the other students.

Bill is a graduate of an academic program in a large New York high school and a graduate of a three-year pharmacy course. His work history includes a job as a pharmacist in a retail drug store, as a pharmacist in a hospital, some experience of the same type in the Service. His present occupation, too, is as a pharmacist in a large New York hospital. It is interesting to observe that this student has followed but one type of work during his lifetime. His statements indicate that he is very happy in it, is very much interested in pharmacy, and considers his job very important.

For hobbies, Bill has outdoor sports, good plays, good music, and church work. He adds, too, that he is an excellent chef—frequently entertains in his own apartment.

From my notes as Bill's teacher, I list the following information:

1. Average build, fine-looking man. Wears good sports clothes to class instead of a suit.
2. Does not smoke.
3. Calm, easy-going, kind to everyone—the type of person one automatically remarks "has his feet on the ground." Always pleasant and gracious in dealing with other people.
4. Definitely a leader—instructor, as well as students, relied on him to take the lead in any group activity. An excellent organizer. His work in class was always well planned. The party he arranged gave every evidence of complete planning.



BILL, a pharmacist, plodded along casually on a manual; he would not jeopardize his accuracy. Switched to electric at end, he peaked at 30; had 21/0 on final 5-min. test.

5. Always prompt and regular in attendance. One could expect him to do more than requested in any situation.

6. Wanted to help everyone—students as well as instructor. Unless I had known differently, I would have guessed that he was married and an excellent father. Casual conversation brought out that he was a member of a family of six boys, his father a Protestant minister.

7. Looks to be in excellent health. Questions concerning food and relaxation during the day were answered, "I enjoy good food, and eat plenty of it. I see no reason to overwork or rush around from one activity to another. These high-pressure people miss a lot."

On two occasions when we had visitors, most of these students did not do as well as when visitors were not present. One particularly bad evening when, as the group said, "we fell flat on our faces," this man reported unusual (almost fantastic) increases in speed. His only comment was that someone had to save the day; he felt sorry for the instructor. In reporting his records to me, though, he assured me they were completely accurate. Frankly, the entire group knew he was kidding—his increase was too unusual—but we all chuckled with him, and the scores for several of the students who were having difficulty started approaching the normal rate.

There is no doubt in Bill's mind as to why he is studying typewriting:

I am taking the course in order to learn to type labels for the drugs.

An analysis of this man's record indicates a slow but steady upward trend. An unusually high degree of accuracy existed throughout the course. His technique, so far as I could observe, was excellent. With new learning situations, he encountered no difficulty whatsoever. He responded to every request I made; in fact, most of the time he assumed the initiative and asked me what I thought.

In one phase of the work, he could or did not respond. It was impossible to push him to the speed point that he would even approach writing without control. He tried for gains, but it seemed he just could not stand to see a paper unless it was perfect. Why not permit this student to give us the answer? "To me, an error may result in the loss of a life—I cannot afford to make errors. Speed isn't important to me."

As far as could be learned from Bill and from my own observation, his progress took the same general trend on the electric machine as on the manual. In other words, when transferred, within two hours of instruction his rate equaled the manual rate. From that point, progress was regular and steadily upward, but not sudden or unusual. His preference, though, was by far the electric, because of the neatness of the work.

■ Meet Student No. 4: "Fred"—

Fred is single, age 26, a veteran who works as an Addressograph operator. As far as could be ascertained in a classroom situation, Fred is a bitter, disappointed young man who feels the world has not given him a square deal. Although always gracious to the instructor, if things did not go just right, his reaction might be explained as that of a cry-baby. Frequently, this student told me he was ill and requested permission to leave before the end of the period. Several times, too, he said he had a headache and could not do as well as usual. Eyes had been examined, however, and found in satisfactory condition; he did not wear glasses.

Fred is a graduate of City College of New York, with a major in Accounting. His principal interest, though is sociology, and he now wishes he had majored in that subject instead of in business. City College of New York uses a selective system based on high school scholastic average and on its own entrance tests; it is reasonable to assume that his academic average and IQ are above average.

Fred's work history is incomplete. It includes six months as a switchboard operator and some experience as an ad-

dressograph operator. He estimates that he has been unemployed about 25 per cent of his working career. His family, financially speaking, are secure and have always provided him with most of his wants. His father has a good position as a textile worker. The son indicates that he has no use for the textile field as a profession, nor does he have any use for his father.

In quoting the young man's description of his present employment, one may gain some insight into his thinking. "I run a small but highly complex list of stencils, keep them in order, make new plates. If I finish the week's work early, I insert leaflets into the mailing tubes and envelopes. I learned by myself to operate a ten-key Victor adding machine by touch in less than one year. I do not know if this will help, but I have taught arts and crafts at neighborhood centers and consider myself a top craftsman. I hope to become a private secretary in the near

5. Fred was enrolled in my shorthand class, too; best student in the class. It was obvious he spent hours in preparation for the shorthand class.

6. Frequently offered to assist me with classroom chores, such as unlocking the door prior to class, regulating heat, etc.

7. Quick-tempered. If he made an error, he would tear the paper from the typewriter. Often, it was observed that he was "cussing" when things did not go right in typing class.

8. Fred was the youngest and only boy in a family of four children. Had very little respect for his father, but seemed to feel kindly toward the mother. For the most part, his reactions were negative toward nieces and nephews.

9. Chain-smoker. Fred did not give information about food habits and rest periods during the day.

Fred, too, knew why he was taking typing:

I hope to become a private secretary in the near future, as I am fed up with my present job.

An analysis of this man's record indicates good, steady progress, with an upward trend. With the exception of the fiftieth hour of instruction, his record indicates an unusually high degree of accuracy. [I do not know, but it is entirely possible that Fred, too, may have visited the bar along with several other male members of the class prior to the last class. At least, he, too, during the last hour submitted a test with an unusual number of errors.] Another interesting factor in his record is that there are many missing papers. It is my guess that unless the paper was good he did not turn it in to me.

If a problem existed in this case, it was one of group reaction. The other members of the class resented his disturbances of swearing and monopolizing class time.

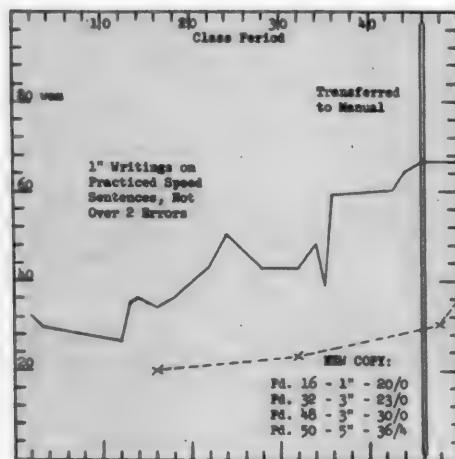
When transferred to the manual typewriter, an analysis of his record also indicates a continued upward trend, although not as marked as he had been experiencing on the electric. [This may be partially due to the fact that students using electrics were definitely handicapped by physical facilities. New adjustable typing desks, manual size, had been purchased for City College's Midtown Center. The "well" of the desks is not large enough for an electric; so, these typewriters had to be placed flush with the top of the desk. Although telephone books and reams of paper were placed on chairs to raise each student, his position was definitely awkward and uncomfortable.] For some unexplainable reason, Fred developed an attachment or feeling toward the manual typewriter (which may have been just to be different); but he did his best to prove that one could do just as well on a manual. Of course, this reaction was the source of much "chit-chat" among the group. Ironically, though, he did just that, insofar as his own record was concerned—he did as well on the manual as on the electric machine.

■ A Summary Statement—

If we look only at the statistical data accumulated in our experiment, we draw the conclusion that it is likely that a pure beginner trained on an electric typewriter will surpass in both speed and accuracy the pure beginner trained on a manual machine.

If, however, we look at our beginners—on whatever machine—as individuals, with all their complex needs and yearnings and strivings, the problem is not so easily stated nor solved. We are instantly impressed by the fact that we are not teaching machines nor methods. *We are teaching people.* Machines and methods differ only slightly. People, as every good teacher knows, have fundamentally the same wants and needs, be they high school students, college students, or adult students (adults have just lived longer and have had more of certain kinds of experience—that is all); but students of every age will show differences in motivation and in capacity to learn.

What we have to remember is that they are not machines, to be treated impersonally and objectively. First and most important of all, students are people.



FRED, perverse and irascible, was electric student who was resolved to show that he could type faster on the manual machine. He did, too. He enjoyed steady progress.

future, as I am fed up with my present job." I must add here that many times during the semester it became necessary to listen over and over to him tell how good he was in anything he attempted to do.

For hobbies, Fred gave me the following list:

1. Raises tropical fish and exotic plants (he lives in the heart of Brooklyn)
2. Exercises with barbells.
3. Sketches interiors "for my own amusement."
4. Reads extensively on subjects "that fascinate me; such as Egyptology, marine fauna, etc."
5. Enjoys teaching arts and crafts at neighborhood centers.

Casual questioning seemed to indicate that he did not have many friends of his own age, male or female. He did seem to enjoy acquaintanceships with many elderly people.

From my notes as Fred's teacher, I list the following information:

1. Slight build. Wears excellent clothes, immaculately groomed.
2. Tense and aggressive.
3. Did not mix with other students. Not too considerate of the rights of other students in the class—for example, took more than his share of desk space.
4. Most important problem for the instructor was to find a way to avoid spending too much time listening to him explain what he thought would help class progress. Loved to "sidetrack" the instructor into a discussion of methodology. Beamed if something was tried he had recommended. Never was hesitant to suggest a procedure that he believed to be more helpful.

A boon for young adults who didn't finish high school

THE HIGH SCHOOL EQUIVALENCY DIPLOMA

SYLVIA A. BURNS

Drake Business Schools, Inc.
New York City

BUSINESS SCHOOLS all over America have in their classes some students with a tremendous inferiority complex. Business offices all over America have on their payrolls young workers who have the same complex, for the same reason: *They don't have high school diplomas.*

Maybe it is their own fault; maybe it is not. In any case, they have reached a level of maturity at which a diploma is important to them.

■ Is a Diploma Really Important?

Inability to meet educational standards is one big reason why many applicants are disqualified for jobs even though their basic secretarial training may be commendable and their character rating highly satisfactory. Many large firms have flat educational requirements.

"A high school diploma is the minimum requirement for permanent, full-time employment," declared an official of the Metropolitan Life Insurance Company.

The personnel director of the American Delegation to the U.N. says, "For all office work, we specify a high school diploma as the *minimum* educational requirement." The same point was the consensus of most big businesses that were polled.

The effect of this requirement on the persons whom it screens out is obvious. In business colleges, students who are not high school graduates begin to feel inferior. Self-disparagement becomes apparent; inward self-abasement undermines their studies. They begin to feel inadequate to handle *any* job, regardless of the good records achieved in class.

Workers who do get office jobs without the diploma soon share similar feelings. They feel, and often accurately, that advancement routes are closed to them.

■ Why an Equivalency Diploma?

The answer lies in winning a high school *equivalency* diploma by passing

a test. Whether passing such a test and earning a diploma will be instrumental in securing a job or getting a promotion is not the main point; the thing that counts is that possession of such a certificate acts as a tremendous moral booster and confidence builder.

Teachers have always recognized the self-assurance and encouragement derived from the acquisition of certificates. A concrete statement of successful performance under set and well-known rules and regulations (as, for example, the Gregg Awards in shorthand and typewriting) certifies a student's ability. Such testimonials represent tangible proof of accomplishment.

The High School Equivalency Diploma is equally significant, for it establishes an educational status for those who are not high school graduates, and it demonstrates possession of an educational maturity equivalent to that of high school graduates.

■ Origin of the Diploma; the Test

The equivalency tests, now open to any who care to take them, were originally planned for veterans of World War II. It was felt that Servicemen should receive high school credit for the length and content of recruit, basic, and specialist training programs in the Armed Services.

Called the United States Armed Forces Institute Test of General Educational Development, the equivalency examination is divided into five parts. Each part takes two hours to complete; the entire test takes two days to administer. English grammar and general mathematics are the two subjects stressed. The parts of the test are:

1. Correctness and effectiveness of expression
2. Interpretation of reading material in social studies
3. Interpretation of reading material in natural studies
4. Interpretation of reading material in literature
5. General mathematical ability

The test is not one of knowledge of specific subject matter, but of maturity and general power. No writing is required; questions are multiple choice.

■ In Widespread Use

Most states now issue equivalency certificates to those who qualify by passing the GED test and who meet age and residence requirements. New York State awards diplomas to both veterans and nonveterans 21 years of age or over who are bona fide residents of the state and who (a) make a minimum score of 35 on each part of the test, and (b) make an all-over average of 45 or higher.

Most states have similar requirements, but there are some variations. Maryland specifies the age of 17 for a veteran or Serviceman, 19 for a non-veteran. In some states, as in Nebraska and Kentucky, the diploma is not recognized until the high school class of which the veteran was a member has been graduated.

In Virginia, Oregon, and New Mexico, the equivalency tests are confined to Servicemen. In South Dakota, the Department of Public Instruction issues a "certificate of attainment," leaving it to the local high schools as to whether they will issue a diploma on the strength of the certificate. In Mississippi and Kansas, the program was discontinued.

Every possible chance is given the candidate to make the grade. If a satisfactory score is not attained on the first attempt, the examination may be taken over—a year later, in New York; six months later, in Illinois—upon submission of evidence of necessary study.

■ Implications

A letter to the state department of education in your state is certain to bring to you a booklet or pamphlet outlining your state's program and indicating when and where the tests are given. Business teachers are natural counselors in this matter, since the diploma is important primarily in the business world.

Motivating students to aspire to educational goals produces far-reaching results. It serves as an inspiration for self-improvement. It encourages further study. Best of all, the diplomas give students something of lasting and significant value—self-confidence and self-esteem.

**An Important Element in Small -
Business Bookkeeper Training:**

PREPARING ANALYSES

FRED H. ROHN, CPA, of the Stafford Hall Business School, Summit, New Jersey, and of Puder & Puder, Newark certified public-accountant firm

THE PREPARATION of simple accounting analyses that can be used by management in planning business operations is one of the most important functions of today's bookkeeper in the office of the small business. Many of our business school and high school graduates, without further training, find themselves completely in charge of the bookkeeping operations of small businesses. Small business management has little theoretical bookkeeping training, most often, and must depend on the bookkeeper for basic accounting information about the business.

Recently I was dismayed at the reason advanced by the owner of a business concern who confided that he was contemplating dismissing his bookkeeper, a girl with considerable business-school training and bookkeeping experience.

"I never get a satisfactory answer when I ask for information," the executive explained. "I'm certain the occasional analyses I seek can be obtained from the accounting records, but the girl just doesn't seem to grasp the nature of what I'm after."

We can help improve the bookkeeper-management relationship by spending some classroom time explaining to our bookkeeping students the nature and methods of preparation of the simple, most-frequently-sought summaries of accounting information. I do not include the general accounting statements (the balance sheet and income statement) in this category, but merely the more basic information that the bookkeeping records afford. Following are the

analyses that I believe we should train our bookkeeping students to prepare.

■ No. 1: The Aged Accounts Receivable Trial Balance—

From the subsidiary accounts receivable ledger, which is familiar to our students, the bookkeeper can readily prepare an aged trial balance showing the balance due from each individual customer as well as the month of billing. We should explain the preparation of this analysis to our students and show them why and how management can make practical use of this summary. My experience has been that the employer dislikes referring to the subsidiary ledger himself and appreciates having this schedule each month.

■ No. 2: The Aged Accounts Payable Trial Balance—

This summary is obtained either from the accounts payable subsidiary ledger, if one is kept, or from the open items

JONES COMPANY, INC. AGED ACCOUNTS PAYABLE TRIAL BALANCE December 31, 1952						
Supplier's Name	Total Payable	December Balance	November Balance	October Balance	Prior to October Months	December Balance
Brock Supply Co.	\$1,982.50	\$1,982.50				
E. P. Horn & Co.	711.19	711.19				
Magazine Sales Co.	23.25				\$23.25	
Morgan Brothers	197.95	197.95				
Smith Exchange, Inc.	1,819.78	1,819.78				
Turford Can Co.	3,411.11	3,400.00			\$11.11	
Wilford Formulas Co.	73.50					\$73.50
<i>Total Accounts Payable per General Ledger December 31, 1952</i>						
	88,179.35	88,071.42	\$83.85	\$11.11		873.50

in the voucher register. Management likes to know how much he owes each creditor and how long he has owed it.

■ No. 3: Cash Receipts and Disbursements Schedules—

Most often, cash is the small businessman's biggest concern. He usually knows where it came from, but wonders where it has gone. The bookkeeper can show him. Let's teach our bookkeeping students how to prepare schedules of cash receipts and disbursements. These are simple to prepare from the cash receipts and cash disbursements journals.

Show your students how to analyze and summarize the

JONES COMPANY, INC. AGED ACCOUNTS RECEIVABLE TRIAL BALANCE December 31, 1952						
Customer's Name	Total receivable	December Balance	November Balance	October Balance	Prior to October Months	Reserves
James Brown & Co.	\$ 9,883.49	\$ 7,803.49	\$ 8,000.00			
Joseph Green, Inc.	4,119.21	4,119.21				
J. F. Harro Co., Inc.	26.38		\$86.38			
Thompson & Gray Inc.	150.00					
Tunical Mfg. Co.	983.50	964.39	895.31	63.80		
Walter Round & Bros.	1,786.71	1,782.71				
<i>Total Accounts Receivable per General Ledger December 31, 1952</i>						
	616,785.23	616,894.80	68,295.31	\$90.12		\$150.00

various categories of receipts and disbursements in logical form. If the bookkeeper starts the analysis with the cash balance at the beginning of the accounting period, and

JOHN COMPANY, INC.	
3 CASH RECEIPTS AND DISBURSEMENTS SCHEDULE FOR THE MONTH OF DECEMBER, 1952	
Cash in Bank, December 1, 1952	\$ 8,519.87
Net December Cash Receipts: (Per Cash Receipts Journal)	
Customer's payments on accounts	\$15,821.50
Sale of typewriter to Jack Morris, Inc.	50.00
Sale of securities	50.50
Insurance return on cancelled policy	100.50
Total Cash Receipts for month	16,372.50
Total Cash available	\$25,076.65
Net December Cash Disbursements: (Per Cash Disbursements Journal)	
Paid to suppliers on account	\$ 7,972.85
Postage and office expenses	110.50
Salaries and wages paid	2,900.00
Purchase of new typewriter	100.50
Dividends paid stockholders	1,000.00
Total Cash Disbursements for month	12,883.55
Cash in Bank, December 31, 1952	\$12,213.00

then lists the receipts and disbursements, for the period, thus arriving at the end-of-the-period cash balance, management will know exactly what has happened to its cash. It may not be happy with the cash balance, but it will be happy with the bookkeeper.

■ No. 4: Cash-Flow Chart—

We have always been concerned primarily with training our bookkeeping students how to record past transactions. One of the fascinating things about bookkeeping, however, can be an analysis of *future* transactions. The bookkeeper, because of his or her position, can look ahead to future receipts and expenditures of cash.

The cash-flow chart is the summary of projected cash receipts and disbursements. It is not as difficult an item to

4 JOHN COMPANY, INC. CASH FLOW CHART PROJECTED FOR THE MONTH OF JANUARY, 1953 AS PREPARED DECEMBER 31, 1952	
Cash in Bank, December 31, 1952	\$12,213.00
Projected Cash Receipts January, 1953:	
Customer's payments on accounts	18,000.00
Federal income-tax refund	2,500.00
Total cash available, January, 1953	\$30,500.00
Projected Cash Disbursements January, 1953:	
Payments to suppliers	87,500.00
Office expenses	130.00
Payroll	3,000.00
Payroll taxes	750.00
Fixed asset acquisitions	1,000.00
Miscellaneous	275.00
Projected Cash Balance January 31, 1953	\$16,250.00

teach as you might think. The teacher can prepare problems in which projected information is given so that the student can plan what cash is necessary to meet these given projections. This subject can develop into very lively class discussions, as no one answer is absolutely correct and the students must rely on their own thinking and planning.

There is no doubt that the bookkeeper who can develop a logical projection of future cash receipts and disbursements is giving management a valuable working tool. When businessmen borrow money, banks usually require such cash-flow information.

■ No. 5: Application of Funds Statement—

The statement of sources and application of funds answers management's question, "What happened to my profits? I have no more cash than I did." The bookkeeper can show management, by means of this statement, that the profit was used for the acquisition of capital assets, an increase of working capital, or whatever.

We should teach the preparation of this statement to the student just before completion of his or her bookkeeping

JOHN COMPANY, INC. STATEMENT OF APPLICATION OF FUNDS FOR THE YEAR ENDED DECEMBER 31, 1952		
unds Have Been Provided By:		
Net profit for the year December 31, 1952		
Add change in provision for year 1952		
Effect working capital		
Issuance of additional capital stock		
Total funds provided		
unds Have Been Applied To:		
Purchase of office equipment		
Payment of dividends		
Increase in working capital		
Total funds applied		
JOHN COMPANY, INC. SCHEDULE OF WORKING CAPITAL DECEMBER 31, 1952 AND 1951		
	December 31	Changes in Working Capital
	1952	1951
Current Assets:		
Cash	\$12,213.00	\$14,444.00
Accounts Receivable	15,785.00	13,735.00
Inventory	3,200.00	3,400.00
Total Current Assets	\$31,200.00	\$31,579.00
Current Liabilities:		
Accounts Payable	8,172.00	8,080.00
Working Capital	\$23,028.00	\$23,499.00
Increase in working capital		
	3,470.00	\$9,170.00
	\$9,170.00	\$9,170.00

studies, for considerable bookkeeping background is essential to understanding it. However, it has been my experience that the bookkeeping student can grasp the fundamentals of this statement. If we spend some time on this subject, our graduate bookkeepers will be able to answer management's question about the disposition of profits. In teaching this subject, you will also forcibly bring to the student's attention the difference between cash and profits and the relationship between them.

■ No. 6: General-Ledger Expense Analyses—

The small-office bookkeeper keeps the general ledger as one of his duties. Often management wants analyses of certain ledger expense accounts, such as payroll taxes, donations, interest, etc. We should train our students to

6 JOHN COMPANY, INC. ANALYSIS OF INTEREST EXPENSE 1952			
	Debit	Credit	
1/ 8/52 on additional Federal income taxes - 1950	CDE	\$195.72	
4/ 1/52 on note payable - bank 6% x \$10,000 b/l/52 - 6/30/52	CDE	150.00	
7/ 1/52 on note payable - bank 6% x 10,000 b/l/52 - 9/30/52	CDE	150.00	
10/31/52 on \$6,000 note payable John Jones - 1/1/52 - 12/31/52 - 30	0.72	60.00	
Total Interest Expenses, 1952	\$551.72		

prepare these analyses in a complete and readable manner. Not only will this help them become acquainted with the art of analysis preparation, but also will it give them an insight into the purpose of the general ledger in bookkeeping. The student who is trained to prepare analyses from the records he or she is keeping will be more careful in the recording of the transactions and in the posting of the general ledger.

■ Summary—

Your students will gain much in learning to prepare these simple analyses and statements. They will appreciate more fully the function of bookkeeping because they will be arriving at the valuable information that bookkeeping records produce. They will gain added respect for the positions they will hold in the business world, they will have much fun in preparing the analyses, and they will have been trained to be potentially important personnel in the small businesses they enter. We will thus be helping them earn more rapid advancement.

HOW WE COMBINED ADVANCED TYPING WITH OFFICE MACHINES

FRANK M. HVEEM, Senior High School, Kellogg, Idaho

THE AVERAGE American high school does not have the equipment, enrollment, staff, or facilities to provide a separate course of instruction in office machines. Nearly all schools, however, do have access to a limited amount of office equipment—a duplicator or two, an adding machine, some filing kits, a calculator, possibly an electric typewriter. We have found it possible, even when working with such modest materials, to devise a satisfactory program by combining office-machines training with advanced typewriting.

■ Structure of Our Program—

Available in the school were the following: a Friden Calculator, Model D; one electric typewriter, a Remington; a Mimeograph machine, A. B. Dick Model 430; a Ditto machine, Model 9-D-15; three Dictaphone transcribing units; and half a dozen H. M. Rowe filing kits. We also had a typewriting room large enough to serve classes of 36 students and equipped with a variety of typewriters; the room was to be used for regular typewriting classes, too.

• *Arranging the Room.* As the accompanying picture shows, we divided the room roughly in half and removed a few typewriter tables to make room at the back for a large table that students could use when working with filing materials. Because of the arrangement, we can still accommodate 30 students at typewriters.

We placed the transcribing units by the window. We cleared three adjacent tables, so that they could be used by students working on a project in business correspondence, and cleared one more table (near the center of the room) to provide a surface on which to put our Friden calculator. The electric typewriter was placed beside it so that both machines could use the same electric outlet in the floor.

• *Arranging the Teams.* We normally have 30 students enrolled in Typing II. We divided this group into two teams of 15 students each. The two groups alternate—Team A spends three

weeks at typewriting while Team B spends three weeks on office-machines projects; then the two reverse, with Team B on typing projects while Team A works with the machines. This rotation continues throughout the entire school year, so each student has the equivalent of a semester of advanced typewriting and a semester of office-machines training—and one of the advantages of our plan (as contrasted with having one direct semester of typing and one of office machines) is that typing skill is maintained while machines instruction is provided, with a minimum of equipment. We could not train 30 students simultaneously—but we do train two teams of 15.

• *Arranging the Squads.* Each team of 15 was divided into five squads, with three persons on each squad. We developed five office-machines projects, each requiring three weeks' work. Accordingly, each squad rotated through the five projects, alternating a three-week period of typing practice with a three-week period of machines training.

At first, it might appear that the students would run out of work before the end of the year, because all schedules could be completed in 30 weeks. We have thirty-six weeks in our school year; and we found that the *scheduled* thirty weeks' work was just about right when allowance is made for examinations, graduation, review, special projects we undertook, holidays, and so on. Too, we devote the first three weeks, in September, to an intensive typewriting review.

Accordingly, the schedule of two students—Alice, of Team A; and Bill, of Team B—might well turn out as:

Weeks	Alice	Bill
1-3	Review	Review
4-6	Typing	Mimeo
7-9	Mimeo	Typing
10-12	Typing	Filing
13-15	Filing	Typing
16-18	Typing	Dicta.
19-21	Dicta.	Typing
22-24	Typing	Ditto
25-27	Ditto	Typing
28-30	Typing	Bus. cor.
31-33	Bus. cor.	Typing

■ The Typewriting Instruction—

We base our typewriting instruction and much of the duplicating work on the materials in the advanced course of our typewriting textbook. The book opens with review "refresher" units, well suited to our three-week review at the start of the year. Its subsequent units are organized as weekly projects, and a number of these are selected to serve as the projects on which the students work during their scheduled typing weeks.

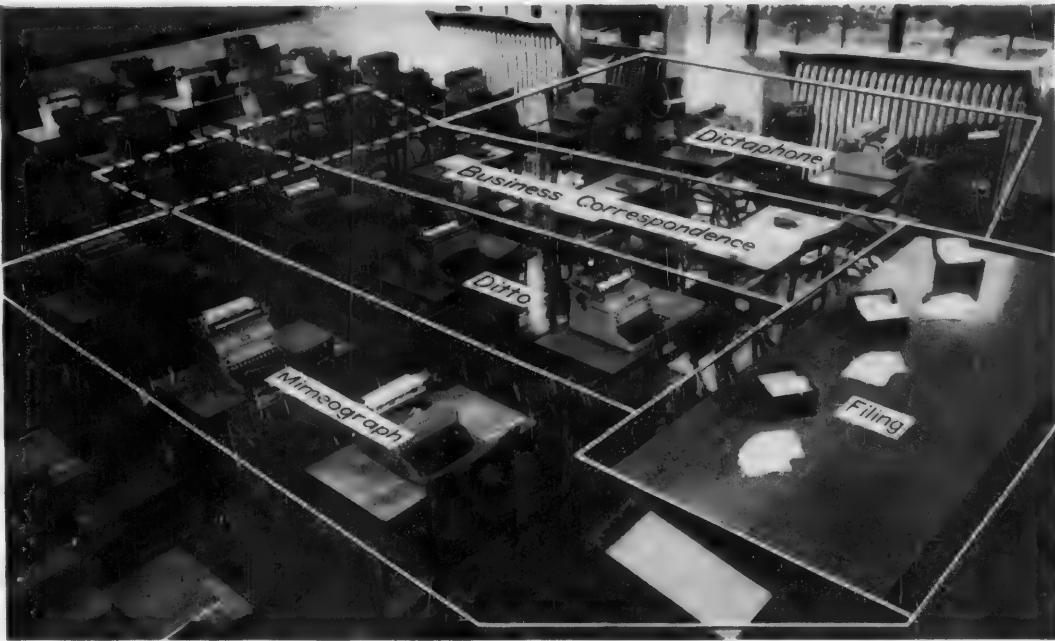
While students do not achieve as much diversity as they would if they were scheduled for a full year of typing instruction, we have noted that they achieve just about as much basic typing speed and control as students did before we introduced the business-machines practice. Part of their achievement may be due to the variety that has come into the class routine; the intermittent typing is never dull or boring.

■ The Machines Instruction—

The arithmetic of our situation controlled the number of training units that we incorporated in our program. Working with 15 students to a team, it was logical to divide the team into five squads of three persons each. This meant that, in order for all squads to rotate at the same time, our units of work had to provide adequate instruction and projects in each topic to last for three weeks.

• *Duplicating.* Working with job sheets, students prepare and run stencils as a three-week project. They do not perform school service—our Commercial Club does that—during our laboratory periods. They learn the care and operation and maintenance of the machine; the use of styli, shading screens, and lettering guides; and the use of the Mimeoscope. They stencil form letters (from the typing text) and fill them in, among other jobs.

After the Mimeograph experience, the Ditto work is much easier. Three weeks are not necessary—but it was necessary to have a three-week training unit. So, instruction in the basic use of



ROOM ORGANIZATION: The laboratory was developed from one large typing room. In front half are rows of typewriters. In back half is office-practice area, divided roughly into five sections of three working stations each. By windows are dictation machines. In next row are three tables used by business-correspondence squad, with electric typewriter (which they use) in front of them. In middle, are typewriters for Ditto squad, and a Friden that is also used by this squad. Adjacent are typewriters and Mimeoscope used by Mimeograph squad. Large table is for filing.

the Friden Calculator was combined with the Ditto project, to fill out the unit.

Students working on either of the two duplicating units are responsible for keeping the machines and working areas spic and span.

• **Dictation Machines.** Originally, we had one dictating and two transcribing units. Now we have three transcribers. At the beginning of each semester, the writer dictates a series of cylinders, fairly well graduated in length and complexity; and these are used as the focal center of the three-weeks' work in transcribing.

Many of the dictated materials correlate with the materials in the typing textbook, in order that the students may use the stationery pad that accompanies the text.

• **Business Correspondence.** The unit on business correspondence is a modest one, based on some of the projects in a business-correspondence text. The unit was included primarily because we did not have another machine we could use for different instruction, and yet we needed a fifth unit. It has turned out well as a three-week unit with practice on the electric typewriter—which

means that each student gets at least five class periods on the electric. To distinguish quickly the assignments done on the electric, we use a blue typewriter ribbon on the electric machine.

• **Filing.** We have adapted the Rowe Company kit to fit our schedule. In addition, we have 200 letters, typed by a typing class for the purpose, which are filed (in a real filing cabinet) by each student after he completes the special kit of "miniatures."

■ **We Recommend the Plan—**

We can and do recommend our plan to schools that are not set up to provide a full program in which great skill is developed on many machines. Our program does develop familiarization and an adequate degree of skill in using the machines and other office aids commonly found in our community. But our plan is not just a makeshift program; it is more than a token program; it is not simply "better than none at all"; it has many outstanding merits.

• **It is simple to administer.** It is not difficult for the instructor to prepare the job assignments, nor for him to work with each squad as their assignments may require. The plan is

quite flexible—could readily be adapted to more or fewer machines.

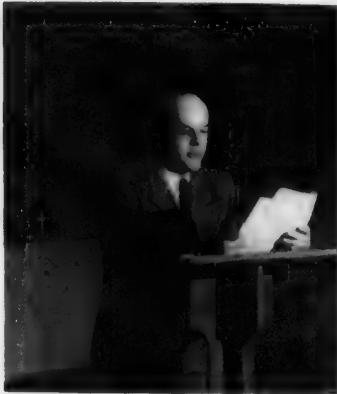
• **It is economical use of equipment.** We have a sound training program by which many students are trained on just a few machines. The number of students on each squad could easily be doubled.

• **Students like it.** The fact that there is a complete change of activity at the end of every three weeks serves to encourage better and more complete effort—with equivalent outcomes. Monotony is a word foreign to this plan.

Especially valuable: There is complete opportunity for individual initiative. The job sheets outline both minimum and overtime assignments.

• **It works.** Our typing students do not suffer because of the time they devote to the other machines; at the same time, they do develop the degree of skill required to use these machines in our local offices. It's a two-in-one bargain package that costs little to provide and is easy to wrap up.

We believe our program is the answer to the problem of many schools that have wished to offer machines training and have felt that they could not do so.



Clerical Practice Isn't Necessarily Office Practice

Dr. Harry Huffman, Virginia Polytechnic Institute
Blacksburg, Virginia

DURING THE PAST few years, we have seen the appearance of a training program known as "clerical practice" in more and more high schools, many of which already have in operation well-developed "office practice" courses. What is the distinction between "clerical" and "office" practice courses? Does the distinction matter? Is there real need for the new "clerical practice" program?

To answer these questions, we need to define the many different kinds of "practice" courses now being included in business-training programs. We need to examine office organization to determine for what kind of duties and jobs the various "practice" courses provide training. We need to note in what opportunity areas adequate training is not being provided. We need to observe the activities that are common to all the "practice" courses and see whether they are also common to all kinds of office jobs.

With such scrutiny, we shall be able to view all "practice" courses with a new perspective and perhaps define what the school can and should do.

■ Fourteen Kinds of "Practice" Courses—

We find many kinds of "practice" courses in our high schools. Many programs are really just a part of office or clerical practice. Some of the courses are specifically organized for college-level instruction. Let us review fourteen "practice" plans:

1. *General office practice* provides simulated office experience to prospective stenographers, bookkeepers, and general office workers.

2. *Clerical practice* provides simulated office experience to prospective "routine" and "general" clerks and is often designed for average and low-ability pupils.

3. *Clerical office practice* provides experience for those interested in broad experience with office work. It may include some principles of work simplification. It is not necessarily designed for the low-ability pupil. Many business educators see no need to distinguish between clerical practice and clerical office practice. We will find it convenient here to place *clerical office practice* on a par with Type 1 above, *general office practice*.

4. *Transcription office practice* is largely experience with

dictation and transcription work. In other words, virtually all the "office practice" activities originate with dictation and end with transcription.

5. *Typewriting office practice* is principally simulated office experiences of a clerk-typist.

6. *Bookkeeping office practice* is more than doing a practice set; it is simulated office experience for a prospective bookkeeper. The use of calculating machines and typewriters in connection with a bookkeeping practice set and related business papers provides simulated office experience in bookkeeping.

7. *Office-machines practice* provides for the development of machines knowledge and skill and for the proper selection of office machines for a particular piece or kind of work.

8. *Voicecription-machine practice* provides simulated office experience for a machine-transcription clerk.

9. *Duplicating-machine practice* provides training for a stencil- and master-preparation clerk.

10. *Calculating-machine practice* provides training for a variety of calculating, accounting, and billing clerks.

11. *Stenographic office practice* gives training in office-style dictation and transcription. Stenographic office practice is actually a major part of the high school office-practice course.

12. *Secretarial office practice* is a course that includes stenographic office practice plus thorough training in secretarial duties. Normally, it is offered at the college level, with considerable emphasis on the work of the private secretary.

13. *Office supervision* is training given to college students for supervision of office workers. It is also the in-service training course offered in the evening to employed office workers who wish to prepare themselves for advancement. *Supervision* deals with the general improvement of the efficiency of office work.

14. *Office management* is a college-level course for the preparation of office managers and, normally, is not separated from office supervision. This course, also, may be offered as an extension or in-service program for employed

office workers who wish to advance. Management deals with providing the facilities, employing the office force, and providing other personnel services; and it connects the office directly with the rest of the business.

Even though supervision and management deal with somewhat different aspects of office work, they are not commonly separated at the college level. The last four types of "practice" are normally college-level or post high school courses.

■ How Work Is Divided in Offices—

For what kind of work and for what level of jobs are the preceding "practice" courses offered? The question requires that we review the work organization in different kinds of offices, for some offices have no full-time office workers, while others have hundreds or even thousands; and jobs vary in offices of different sizes.

• **Businesses with No Office.** Many thousands of businesses in the United States do not have office workers. Recently I visited a jewelry store in which all the office work had been reduced to a bare minimum. The owner, a business-administration graduate, had two employees—a salesperson and a watch repairman. A cash register provided a nearly complete record of all business transactions. Since the owner purchased his merchandise from traveling salesmen, he had very little correspondence. Office work occupied a very small percentage of his time. Undoubtedly, this situation is typical of a great number of small businesses.

• **One-Worker Offices.** In many businesses, one office worker handles all the office work. She must take dictation, transcribe, and do the bookkeeping and other office work. Such an office worker needs all-round competence in typing, shorthand, bookkeeping.

• **Two-Worker Offices.** As the business increases in size, it needs additional office help. We commonly find office work divided into two major activities—stenography and bookkeeping. The secretary, however, helps the bookkeeper, and vice versa. The bookkeeper knows shorthand because he may be called upon to take dictation in the absence of the secretary or when the secretary's work becomes unusually heavy. Likewise, the secretary knows bookkeeping so that she can assist the bookkeeper with end-of-month work or serve for him when he is absent.

• **Three- and Four-Worker Offices.** In offices with three or four office workers, we find differentiation in the office duties. As the size of a business increases and a third worker is added, he may assist the secretary with the filing and the bookkeeper with routine recording work. He may not need to know stenography and bookkeeping but may be required to do the routine work of the office, which is normally nonstenographic and nonbookkeeping.

When a fourth worker is added, there is a still keener differentiation of work. One person may assist the secretary by doing the filing, answering the telephone, and acting as receptionist. The other may assist the bookkeeper by keeping the cash book, doing the billing, and so on. These two workers may not do any stenography or bookkeeping. Frequently, however, the businessman insists that the third and fourth workers be trained in stenography or bookkeeping so that they can substitute for the bookkeeper or secretary if necessary, or advance to the positions if either the first or second worker resigns.

• **"Small Office."** The small office has been described by several members of the National Office Management Association as "an office employing up to 25 office employees." In such an office, we find sharper differentiation of office work. There may be one or more secretaries, one or more stenographers, an accountant, several accounting clerks, a billing clerk, a file clerk, and numerous general clerks.

One person, who may actually be the accountant or one of the secretaries, is designated as office manager. There

are many workers who do not need bookkeeping or secretarial training. These workers, however, do need specialized training in the operation of calculating, duplicating, and voicescription machines and in the use of small office appliances and equipment.

• **"Large Office."** The large office is one with 26 or more employees, according to NOMA. Frequently this office becomes so large that it is, in effect, a number of offices within an office. Chief clerks will be in charge of the departments of billing, filing, accounts receivable, accounts payable, perpetual inventory, payroll, cost accounts, fixed asset accounts, and so on. The sales staff, moreover, may have its own stenographic pool, from which salesmen may draw stenographers for dictation. Such an office will have a specially trained receptionist or switchboard operator.

■ Clerical Skills, the Core of Office Work—

In view of the great diversity of office work, the place of each of the "practice" courses becomes clearer to the curriculum planner. The content of "practice" courses becomes still better defined when two basic, related facts are considered:

1. **Elementary clerical skills form the core skills of all office work.** Typical examples of elementary clerical skills that all office workers perform are:

Computing with amounts of money	Reading instructions
Computing with whole numbers	Copying information
Classifying information	Posting figures
Classifying papers	Reporting information
Assembling papers or forms	Checking for accuracy
Sorting papers or forms	Filling in forms
Tabulating information	Coding

2. **Advancement depends on understanding methods, systems, and procedures.** The office worker who wishes to advance himself to greater responsibility within the office must know:

Methods—finding and applying the one best way to solve all types of office problems. *Work simplification*.

Systems—knowing organizations and layout of work, such as correspondence system; or the filing, accounting, voucher, order, invoice, or inventory systems.

Procedures—knowing how the work is carried out in an orderly manner, such as the outgoing-mail procedures; or the cash-book, filing, invoicing, or requisitioning procedures.

These terms need not dismay us; we already teach much of what they mean in our skill classes.

■ Kinds and Qualifications of Office Workers—

Now, we can gain much insight into the requirements of the school's program or programs by noting the extent to which (a) elementary clerical skills and (b) understanding of methods, systems, and procedures play a part in the duties of office workers at different job levels.

• **Routine Clerk.** The routine clerk, who may be just an office boy or messenger girl, needs only:

Elementary clerical skills

• **General Clerks.** General clerks, who must perform at a level above that of routine clerks, but who are not on a par with stenographers or other specialists, need two areas of qualification or training:

Elementary clerical skills

AND rudiments of methods, systems, and procedures

• **Specialized Clerks.** Specialized clerks are those whose responsibilities require them to have special development of some kind of skill. It may be stenography. It may be

bookkeeping. It may be in office machines, or social skills, or figure work, or manual skill, or some such mental skill as the ability to do payroll work or inventorying or billing. Specialized clerks must have training in three levels:

Elementary clerical skills

AND rudiments of methods, systems, and procedures

AND special knowledges and skills—advanced clerical

Our secretarial trainees are in this group; their special advanced clerical skills include the components of stenography and knowledge of secretarial duties and procedures. Our bookkeeping and accounting trainees are in this group, too; their special advanced clerical skills include knowledge of bookkeeping and accounting principles and practices. Special clerks differ from one another with respect to the special clerical knowledges and skills required for their jobs.

• *Office Superiors.* The responsibilities of the office supervisor, office manager, or office engineer require a broader and more thorough training. Their job qualifications may be blocked out as:

Elementary clerical skills

AND rudiments of methods, systems, and procedures

AND special knowledges and skills—advanced clerical

AND other special knowledges and skills, not just clerical

Spelled out in more detail, the work of the office supervisor or manager comprises the elementary clerical skills of the routine clerk; the knowledge of methods, systems, and procedures of the general clerk (but carried to a much higher level than rudimentary mastery); and two areas of special knowledge—one associated with the special clerical skills of the stenographer, the accountant, or the specialist in office time-and-motion economy; and the other associated with the special nonclerical aspects involved in managing and supervising others. The office engineer is like other office superiors except that his special nonclerical knowledge lies in the field of *developing and designing* office systems, methods, and procedures; he is on a par with any other kind of engineer.

■ Education for Office Work, in Summary—

In view, then, of the variety of job levels that occur in offices of many different sizes, and in view of the advancement requirements of office workers, it appears that the following recommendations are appropriate for "practice" courses:

1. We need more than just "general office practice," the first type described in our initial listing.
2. We should introduce—we *do* need—"clerical practice" to prepare young people for entrance-level jobs that involve primarily routine and repetitive work.
3. We should redefine "office practice" so that it will provide some knowledge of office methods, systems, and procedures for prospective secretaries, stenographers, bookkeepers, and other office employees. They need a broader

grasp of office work than can usually be found in "clerical practice."

4. At the college level, we should give courses to train workers for office supervision and management. In addition, we should provide at the college level specialized courses, such as "secretarial office practice," for training young people to become secretaries.

• *If you are planning a "practice" course, you will be wise to consider the possibilities open to your students. Then you will be careful to organize the course so that it is broad enough to meet the needs of all. You well may find that your school needs "clerical practice" in addition to "office practice," as we have redefined office practice in the foregoing.*

Business educators have long recognized the need for a program of business education for training office workers who will do neither stenography nor accounting. Only recently have we been giving consideration to such a program.

• *I predict that this new consideration for the nonstenographic and nonbookkeeping program will expand even further. I predict that some recognition will be given to training prospective office workers in advanced clerical skills—including work simplification, routinization, mechanization, scheduling, and so on. Such a program, the new "office practice," will be especially designed for young people who will make office work a full, rich career.*

(Next month, in the second of his series of three articles on basic problems in clerical practice, Doctor Huffman will discuss "What Should Be Taught in Clerical Practice.")



No Muss—No Fuss!

ELL QUIGLEY, Modesto Junior College sophomore, demonstrates the use of a tailor-made device to take care of messy stencils. The wooden cabinet, designed by Cletus Zumwalt, head of the Modesto business-training department, is built waist-high and holds a stack of old newspapers that are folded in half and clamped down on one side. When the newspapers have absorbed as much ink as possible, a clean batch is inserted. When not in use, a neat cover hinges down on the unit so that nothing messy is in sight. Used stencils, with most of the ink blotted away, are folded and filed in legal-size envelopes.—John P. Hofer, San Jose State College, San Jose, California.

WE CAN SOLVE THE ARITHMETIC PROBLEM IN BOOKKEEPING

DR. F. WAYNE HOUSE
Teachers College
University of Nebraska

EVERY BOOKKEEPING TEACHER knows that arithmetic is a learning hurdle, a handicap, in the bookkeeping classroom. Not all know how severe the arithmetic problem is, nor precisely what to do about it; but we do know that it complicates the teaching of bookkeeping. Yet it is a problem we can solve, if we will.

Arithmetician R. Robert Rosenberg says, "Bookkeeping is 75 per cent arithmetic and 25 per cent application of arithmetic."¹ Simple addition and subtraction account for over 75 per cent of the computations, since the arithmetic used in bookkeeping is elementary. Nevertheless, research shows that mastery of arithmetic—even elementary arithmetic—is one of the important factors affecting student achievement in beginning bookkeeping.

There are three basic reasons why arithmetic is one of these major factors. The first is the low ability in arithmetic of many bookkeeping students. The second is the wide range of arithmetic levels among students in a particular class, as well as among different classes in bookkeeping. The third is the lack of awareness on the part of many students of their deficiency in arithmetic ability. The deficiency may be a result of either a lack of ability or a lack of interest in arithmetic.

Do you know which of your students need help and encouragement in arithmetic? They can be identified in a number of ways. Some students express their dislike for arithmetic or their dissatisfaction with their arith-

metic ability. Through observation, the teacher can identify many of the students who show little interest or ability in the arithmetic involved in bookkeeping. The cumulative records in the school office may show a lack of achievement in subjects that require the use of a great deal of arithmetic. Scores on standardized arithmetic tests will indicate which students are in the low ranges of arithmetic ability.

■ How Serious Is the Problem?

A recent study has been made of arithmetic ability and interest as it relates to success in bookkeeping.² The major findings in this study in regard to the arithmetic problem are presented in the following paragraphs.

- *Low Ability in Arithmetic.* All the students in this study took the *Basic Skills in Arithmetic Test*, published by Science Research Associates. The average score on the arithmetic test for the 357 students concerned was 45.3—the norm for all tenth-grade students is supposed to be 51.1. The median score for these students was 45—the norm for tenth-grade students is 55.

According to the norms published for the test, there were 5.5 times as many students in the lowest quarter of arithmetic ability as were found in the top fourth. Moreover, 267, or 75 per cent, of the students were below the average tenth-grade student in arithmetic ability.

The scores on the arithmetic test were compared with scores made by the students on standardized bookkeeping tests. The correlation ($r=.598$) indicates that there is a significant relationship between achievement in bookkeeping and arithmetic ability.

In response to a questionnaire, more than one-third of the students reported that they had previously made low grades in arithmetic classes. These students tended to concentrate heavily in the lowest ranges in bookkeeping achievement; there were more than three times as many of this group in the bottom fourth in bookkeeping achievement as there were in the top fourth (36 per cent compared to 10 per cent).

Every student in one class included in the study was interviewed after the completion of each of the first fifteen chapters in the textbook. In order to include different teaching methods and procedures as well as different classroom atmospheres, sixteen more students from each of four classes in different high schools were interviewed after the completion of chapters four, eight, and thirteen in the same textbook. In 79 per cent of the 376 interviews, the retarding effect of a lack of arithmetic ability was considered to be either "significant" or "very significant."

• *Wide Range.* If you were to study the arithmetic levels of several classes of bookkeeping students, you would find a wide range of abilities among the students as well as among the classes. According to the norms established for the *Basic Skills in Arithmetic Test*, 37

¹ R. Robert Rosenberg, "Canable Business Arithmetic Teachers Make Bookkeeping Instruction Easy," *The National Business Education Quarterly*, Vol. IX, December, 1940, p. 19.

² Forest Wayne House, "Factors Affecting Student Achievement in Beginning Bookkeeping in the High School." Unpublished doctor's dissertation, Ohio State University, 1951.

per cent of the students included in the study would have ranked among the *lowest fourth of seventh-grade students*, while 3 per cent would have ranked among the *highest fourth of twelfth-grade students*!

Further examination of the test norms revealed that some classes did not have a single student who ranked in the upper fourth of tenth-grade students in arithmetic ability. Yet, some classes had as many as 20 per cent ranking in the upper fourth of tenth-grade students. On the other hand, the percentage distribution of those students in any one class ranking in the lowest fourth of tenth-grade students in arithmetic ability ran from as low as 8 per cent to as high as 62 per cent.

• *Lack of Awareness.* In response to a questionnaire, nearly three-fifths of the students said they thought they were better than average in arithmetic ability! This was certainly inconsistent with the test results, which showed that three-fourths of these students were *below* the average tenth-grade student in proficiency.

Less than one-sixth of the students felt that their progress in bookkeeping was being hindered by their ability, or lack of it, in arithmetic. This was not consistent with the findings of the interviews, in more than three-fourths of which the retarding effect of lack of arithmetic ability was considered to be "significant" or "very significant."

The retarding effect of arithmetic deficiency was indicated as "significant" or "very significant" in nine-tenths of the interviews with students in the lowest fourth in bookkeeping achievement. Even in the upper fourth in bookkeeping achievement, the retarding effect of the lack of arithmetic ability was indicated as "significant" or "very significant" in nearly two-thirds of the interviews. This tended to be consistent with the findings of the standardized arithmetic test, which showed that a large proportion of the students were below the average tenth-grade student in arithmetic ability. However, this was not consistent with the questionnaire responses, in which more than four-fifths of the students reported feeling that their progress in bookkeeping was not being hindered by their lack of ability in arithmetic.

■ Well, What Can We Do About It?—

We can do a great deal toward alleviating the arithmetic problem in bookkeeping. The problem is simplified somewhat by the fact that the arithmetic used in bookkeeping is elementary. In addition to traditional remedial drills in the fundamentals of arithmetic, the following eight procedures are suggested:

• *Tests.* Administer valid and reliable standardized tests in arithmetic, if trustworthy arithmetic scores are not available in the school files. A wide range in arithmetic ability should be expected. Individuals and classes suffering from a major deficiency will be disclosed by comparing the scores with the norms published for these tests.

Descriptions and evaluations of most of the standardized arithmetic tests can be found in the *Mental Measurements Yearbooks*. Considering the fact that many of these tests can be used repeatedly, the cost is very slight.

• *Records.* Analyze students' scholastic records and cumulative records, if the school keeps them, to determine which students may need additional encouragement because of a lack of aptitude or interest in courses involving a great deal of arithmetic.

• *Procedure.* Preview, teach, review, and reteach. This should apply to the arithmetic involved as well as to the bookkeeping procedures. Assume that the majority of students will master ideas or procedures only after several exposures.

• *Concreteness.* Help the students visualize and relate the arithmetic (as well as the bookkeeping techniques and procedures) to their common experiences with problems in everyday living that involve arithmetic computations and records. Relationships can more readily be formed by starting with the known and proceeding to the unknown.

• *Working Aids.* Emphasize the significance of systematic arrangement of work, legibility of figures, the habit of checking, and the habit of estimation, in order to attain accuracy and reasonable speed.

• *Separation of Bookkeeping and Arithmetic.* Give the students, in the previews to new problems, enough of the solution (logical approach, answers, or both) so that their major concern will be focused on correct bookkeeping procedures rather than on correct arithmetic computations. After the application of correct bookkeeping procedures to problem situations has been learned, students should be expected to cope unaided with both the bookkeeping procedures and the arithmetic computations.

• *Minimize Arithmetic.* Emphasize and illustrate constantly the simplicity of the arithmetic used in bookkeeping. When we consider the simplicity of the arithmetic involved, it is not too much to hope that an interest in bookkeeping can be stimulated in spite of a professed dislike for arithmetic by some students.

• *Keep First Problems Simple.* Keep the testing to a minimum until the students have had a chance to become thoroughly familiar with the bookkeeping procedures covered in the test. In addition, keep the arithmetic computations in the tests as brief and simple as possible, early in the course especially.

■ To Summarize Briefly—

The basic reasons why arithmetic ability is one of the major factors affecting achievement in bookkeeping are the (1) low ability in arithmetic of many bookkeeping students, (2) the wide range of arithmetic levels among students, and (3) the indifference of many students to their lack of ability or lack of interest in arithmetic.

Bookkeeping teachers can approach the problem in a number of ways. Administering standardized tests in arithmetic, analyzing students' scholastic records, previewing the arithmetic included in each assignment, helping students relate the arithmetic to their common experiences, emphasizing accuracy and reasonable speed, keeping testing to a minimum early in the course, and illustrating the simplicity of the arithmetic are suggested as effective methods of attacking the arithmetic problem in bookkeeping.



The Use of Assembly Programs

to Recruit More Business Majors

HELEN HINKSON GREEN, Michigan State College, East Lansing, Michigan

APRL IS the time when those who go fishing get out the old tackle box, burnish up the lures, tie a few flies, and make ready for the season's catch. April is the time, too, when many a business teacher drags out his box of lures, polishes the stand-bys, ties a few new ones, and starts fishing.

An April assembly program slanted toward catching a lot of small (but still legal-sized) junior high fry for the stock pond could insure a record season—bigger enrollments in the beginning business classes.

Let's look at some new touches for the old "arouse interest, create desire, sell the customer" routine. First, though, remember that you do not *have* to have something new. If you had a whopping good recruiting program last year, you may want simply to use it again; no sense tinkering with a good motor . . . or a good program, either.

■ Try an Awards Assembly—

If your school, like so many today, is one in which the junior high school boys and girls are in the same building with the upperclassmen, don't overlook the importance of dealing the younger

ones in on your annual Awards Assembly.

Many schools think the underclassmen aren't interested—but they are; and seeing students being presented with certificates and honors does much to stimulate interest in the courses wherein such honors are won. Even if you have to stage the assembly twice, once for the upper and once for the lower grades, do it!

• *Display the awards!* A 5-by-3 card, presented on a stage, doesn't look like much to an audience; let the audience see what is being presented. One way to do this is to use an opaque projector—the kind that you use to project a map or a picture in a book onto a screen. Flash on the screen a picture of each kind of certificate, then have the honored winners come forward.

You will want to make a display of the awards in a corridor exhibit later, but on *The Day* you need to do more. If you have a student who is reasonably good in art, he can make enlargements of the award certificates—the easy way is to use the opaque projector again: project a card onto the paper to be

used for the enlargement, then trace the card design on the paper. With enlargements, you can make "sandwich boards" that the students can wear across the stage, while a commentator spiels:

These are not pickets you see before you, friends, nor someone advertising the plate lunch at Benny's Beanery. They are not even the fellows who pass out Planter's Peanuts. These are the folks who will never work for peanuts, for that matter; these are the ones who will get good salaries. These, my fellow students, are shining examples of successful business students! They are wearing tangible proof that they are developing the skills essential to successful careers in business. All these placards you see are certificates of special merit, won for accomplishment in our business courses.

Let's take a look at a few. For instance, this fellow . . . tell us, what is this honor you have won?

The student addressed pauses, perhaps shakes his hands together over his head in prize-fighter fashion, and blurts, "Hi, Mom! Hullo, Pop," as though on the air. (Silly? Well, maybe; but it's always good for a laugh.) He goes on:

I'm Joe Swanson, and I am a beginning typing student. This certificate I'm displaying shows that I have passed the Competent Typist Test for typing at 40 words a minute for ten minutes. Doesn't sound like much? Oh, it's simple—except that it took me a dozen tries and many hours of practice to come through and win it! But I made it—I made it!

You get the idea, of course. You can build skits around the various winners of the certificates. An adaptation of this, if you have some students who have won several awards, is to have them wear plain "sandwich boards" with the actual certificates mounted on them; then the emcee can ask the students individually what the laurels represent, like an adult asking a boy scout about his merit badges.

For a windup, try the following song, presented by the whole group, more or less to the tune of *Working on the Railroad*:

We've been working on awar-rds,
All the live-long term;
We've been working on awar-rds,
And the midnight oil we burn!
For hours we struggle with our lessons,
Ah, then, but when we're through,
We're proud that we have won our honors,
Some day you'll . . . win . . . yours . . .
tool

• *Present pins, too.* These warrant the ". . ." and in addition to the certificates ". . ." treatment, which means that the honor awardee might be given the chance to demonstrate his prowess. How the lower-grade children sit up and watch, then!

Linda, Mary, and Ruth have just won their 60-words-a-minute pins in typing. That means that they typed at 60 words a minute for ten minutes, with no more than 5 errors. Let's listen to them, so we can see and hear how fast that is.

Or, maybe your announcer says:

June has just won her 100-words-a-minute pin in shorthand—and that's really something! Right now, June is going to write that fast for you on the blackboard, while I dictate to her. You might like to try writing the take with your pencil—just to see what writing at 100 wpm is like!

• *Make an ado about service awards.* too. I'm all for giving school pins and letters to business students who put in long, extra hours getting out banquet programs, PTA booklets, school handbooks, and the like. They deserve recognition just as much as the varsity team, in my book. The Awards Program is the right time to spotlight the president of your FBLA chapter, the girl who worked all term for the principal, the head of the Mimeograph Team, the sales student who sold the most copies of the Senior Yearbook, and so on.

• *Summary.* Awards are certainly good for a whole recruitment program, or for part of one. Just be sure you cover these ideas: what the awards are;

why they are of value; who won them; and You, Too. . . . The members of the audience leap the years, mentally, and see themselves there on the stage.

■ **Put Your Tape Recorder To Work—** You've no idea how many clever things you can do with a tape recorder to prepare an appeal that will interest possible recruits, whether they are addressed in an auditorium or in their report rooms. Almost anything that is "like the radio" can be put on tapes.

• *The obvious thing* is to "listen in" on some business classes—four minutes of typing, two of shorthand, and so on. Remember that many junior high school students have only a vague idea as to what business courses are all about; so, a program that presents the kind of classwork that is conducted in our ballywick can be both interesting and enlightening—and must be pleasant! Get lots of names in the dialogue—

How fast did you type, Joe Dawson . . . good, good! And you, Eleanor Foster . . . good, good!

What did you think of that sales talk, Bill Temple . . . do you agree, Sally Eino?

Mr. Yoakam (the principal) wants two shorthand writers to help with some rush mail. Ruth Evans? George Stephens? Yes, you're excused now. . . .

Without too much trouble, you can work out a "story" that tells how Mary Smith trained to be a good secretary—you listen in on a general business class, for fundamentals . . . then typing . . . then shorthand . . . and transcription . . . and machines . . . and so on . . . thus giving in dynamic but capsule form an overview of what is necessary in a training program and what is done in the training classrooms. (Such a program is particularly good for use in modern buildings where a school-wide public-address system is wired into each report room.)

• *On the more entertaining side,* you can record "interviews" with "famous persons," who tell why they are glad they did (or wish they had) taken business courses. Bing Crosby, the Old Financier, tells all. Jimmy Durante tells what he wishes. And so on, using your best imitators. Just imagine an audience hearing:

Maybe you didn't know that the FBLA group chartered a bus and took a tour of Hollywood during the Easter vacation—nobody else knew it either. Well, they must have, for I have some definite evidence here on a tape recorder. Whoever went must have taken this recorder along and recorded the words of movie and radio and TV stars. Here's Jimmy Durante . . . "Jimmy, do you ever wish you had taken business education subjects when you were in high school?"

JIMMY: "Does I, or does II? Why, if I'd a-taken business trainin' in high school, I'd never couldn't be in no fix like I am today, just rippin' old pianers apart. I

would be ridin' Cattlehacks instead of thumblin' rides with Jack Benny. And I wouldn't be going around singin', always singin' . . . that is, makin' folks think I'm a-singin' . . . all right, so I think I'm singin', too . . . yessir, yessir, I learned to tickle the keys, but the wrong kind . . . I still can't spell my name. . . .

And, of course, there is Beulah:

"Beulah, do you ever wish you had taken a secretarial course when you were in high school?"

"Lan's sakes, you sound as foolish as Oriole. Of course I do. Why, if I had taken a secretarial course in high school, I'll bet I could have hooked that man Bill long before this—or would that have had to be a salesmanship course? No, *secretarial*; I never did see a real good secretary who couldn't support one husband—even one with a big appetite like my altar-shy sweet hunk of he-man-ness, Bill!"

And try Kenny Baker, Our Miss Brooks, Katherine Hepburn, and some of the others who are not too hard to imitate. You'll captivate the audience!

■ **Have an Opaque Projector?**—

If you do, there are some original things you can do with it, too, quite aside from projecting certificates on a screen.

For example, you could find some especially interesting (and easy) page in each of the books used in your business course and project the pages on a screen, with an explanation to the audience of the material and questions. Give them a bit on the names of the parts of a typewriter, for example; part of the first lesson in shorthand; and so on. By sampling each subject and hinting that "it isn't so hard, is it?" an overview of course work can be given encouragingly.

• *In shorthand*, you can have some real fun in a contest. The narrator tells his contestants that he's going to see which team can read shorthand better. They'll exclaim that they cannot read it at all. "We'll see," he says, "I think you can!" Then:

I'm going to flash on the screen the words of a song you know—written in shorthand. Then I'll flash another song, also written in shorthand. We'll wait a minute, then I'll flash *one* of the two songs again—and the winner is the team that can tell us which song it is.

If this is a December program, one song, for example, might be a chorus of *Jingle Bells*; the other, a few lines of *White Christmas*. The students will remember the repetitions of the outline for *Jingle*; so you do the repeat flash on *Jingle Bells*. You can work up half a dozen such pairs of songs in this way. The best student is the "one who is surest to succeed in shorthand class."

• *In bookkeeping*, show the horribly muddled personal-spending record of Sloppy Sam and the neat record of Cecil the CPA. The difference, of course, is in

(Continued on page 409)

SUMMER SCHOOL, 1953

Picking a Summer School

DR. THEODORE WOODWARD, George Peabody College for Teachers, Nashville, Tennessee

ABOUT THIS TIME of year teachers feel the pleasant bite of the summer-school bug. It leads to a malady similar to the one that our graduating classes always feel, known as "senioritis." It's exciting, stimulating.

Many a business teacher has already made his arrangements, down to the last detail; others have not. Some plan to stay close to home; others say, "I want to get far, far away."

But, without delving into the reasons *why* business teachers go to summer school, let's assume—for the moment at least—that *you* are going to summer school but have not decided, positively, to what school you will go. The selection is important; it takes time, money, precious nervous energy. Let's consider some of the factors that can guide your making a wise selection.

■ Purpose Is Important—

You have a reason for going to summer school. It may be that you want to observe a new method of teaching; to select a position in a different section of the country; to meet some new and different people; to secure additional credits toward a graduate degree; to study under the direction of well-known professors in special subjects; to combine study and a vacation.

Select a school that will fulfill your purpose in going.

■ Time Is a Factor—

How much time do you have available to attend school? Do you want to spend the entire summer in school, or do you want some leeway at the beginning of the vacation period and some before the fall semester starts?

Some sections of the United States have a school calendar that permits a full summer of ten weeks in school. Others have a school year of such length that a summer school of six weeks is about all that can be managed successfully.

Select a school with a summer term that fits into the time you have available.

■ Distance Makes a Difference—

The distance to be traveled and the method of transportation should be taken into consideration, especially if your time is limited. It is better not to enroll even a

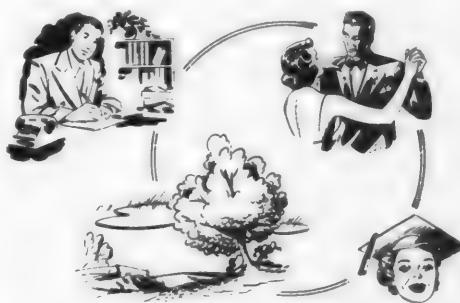
few days late for summer school. The pace is a fast one, and missing even a few classes may put you behind the proverbial eight-ball.

Select a school you can reach without undue rushing and that will allow you some time for sight-seeing or at least a leisurely trip.

■ Costs Vary, You Know—

How much money do you have available for expenses (remembering that the September payday is probably a long way off!)? It isn't wise to go too deeply into debt for summer school unless the work or credits are necessary for certification or degree purposes, or unless there is some other commensurate return. The following major items of cost should be carefully considered:

- **Tuition.** This item varies widely. Ordinarily, state colleges and universities have lower tuition rates than



private colleges. Consult the college catalog for tuition rates and fees.

- **Travel Costs.** This item depends on the distance to be traveled and the method of transportation. It may vary from bus fare across town to air fare to Europe. If finances are short, it is better not to plan for extensive travel to a summer school.

A good way to reduce travel costs, of course, is to go by automobile, with two or three others sharing in the expenses. (If you use your car and carry passengers, be sure to check up on your insurance coverage.)

• **Room and Board.** School dormitories, cafeterias, and dining rooms are usually less expensive than independent or neighborhood accommodations. It is advisable to write early for dormitory rooms; they are usually assigned on a first-come-first-served basis.

If the school in prospect does not have dormitories available, the summer school director will tell you about neighborhood accommodations. Consult the college catalog for information about room and board and the costs that may be expected.

• **Books.** This is not a major cost, but books can add up. It is possible to cut down on their cost (and save yourself a lot of hours in the library) by taking books and periodicals with you, or by shipping them ahead of you.*

• **Incidentals, Recreation, Tours.** These items are flexible. You should, however, take advantage of as many of the opportunities for recreation and tours as your budget and time permit.

In summing up the cost factor in the choice of a summer school, *select a college whose costs, all elements considered, can be met reasonably well by the money you have available.*

■ Libraries and Special Facilities—

Most teachers who attend summer school are graduate students—some advanced, some just starting. In graduate courses, library facilities are important, especially if you are planning to do a thesis for a master's or doctor's degree. Outside reading is important in graduate work; besides, how many times have you wished, as you read a magazine article full of fascinating but inconclusive footnotes, that *for once* you could track down references!

Summer being what it is, an air-conditioned library has its advantages!

Other special facilities may be important to the kind of work you want to do, too, such as testing laboratories, guidance materials, instruments for diagnostic work, and so on.

Select a summer school that has adequate library and other facilities.

■ Cultural Opportunities—

These opportunities should be a major consideration in the selection of a summer school. Most colleges make a great effort to have special cultural opportunities for summer students: concerts, art exhibitions, lectures in science and literature, conducted tours to points of historical interest, etc. Read the college catalog carefully, as well as summer bulletins, for the summer cultural program. Then, *select a summer school that offers cultural advantages aside from formal courses.*

■ What about the Faculty?—

Who is on the permanent faculty? the visiting faculty? It may be that you wish to study one particular course under the direction of a specialist in that subject. Will he or she be at this prospective school?

Many colleges expand their summer faculty by the addition of teachers from other schools. It may be that

you have always yearned to take courses from a certain nationally known teacher. Will he or she be at this prospective school?

Plan to take courses from as many different professors as possible; but *select a school that provides the opportunity to study under the teachers you wish.*

■ Can You Get the Right Work?—

The courses you wish to take will depend largely on your purpose in attending school: certification, degree requirements, new methods, or just those you have always wanted to take.

Consider also the workshops and conferences that the college may sponsor. These usually provide opportunity to consult with experts who can be brought to the campus for only a day or two. *Select the college offering the courses and conferences that fit your needs and wishes.*

■ Have Fun in the Offing, Too—

Recreation should be an integral part of your summer-school experience. Swimming, boating, fishing,



dancing, golfing, visits to scenic spots—what would summer school be without them?

The United States offers every variety of entertainment, climate, and scenery. Take advantage of those in the area where the school is located as well as those sponsored by the school.

Select a summer school that offers recreation opportunities to satisfy your tastes.

■ Sources of Information—

In addition to the obvious sources of catalogs and summer bulletins, consult directories and advertisements in the business education magazines; write to heads of the departments of business education or to the directors of the summer session; ask friends who have attended the prospective school or who may know those who have; consult standard college guide books. Three of these latter are: *The College Blue Book*, *American Universities and Colleges*, and *A Guide to Colleges, Universities and Professional Schools in the United States*.

In summary, as at the beginning of this article, *select the summer school that best fulfills your purposes in going.* And may a refreshing and profitable summer school be yours!

* If you have your back issues of BEW, see "What to Take to Summer School," an excellent article by Dr. Harry Huffman, April, 1950, pp. 399-401.

On the Menu This Summer in Schools across the Country

COLLEGES and universities all over America and Canada are rolling out the red carpet and dusting off the welcome mat: in a few weeks the annual avalanche of teachers seeking courses, credits, workshops, degrees, conferences, and just plain fun will descend on Summer Session, 1953. And again, as in each of the past two years, BEW brings readers a close-up view of what is being offered—along with comparisons with 1951 and 1952.

■ In General, Little Change—

In response to a questionnaire mailed in February and tallied on March 1, 126 schools reported their summer-school programs. This number is smaller than either 1952 or 1951 (in 1951, 142 reported; in 1952, 132), but this year's figures were requested a month earlier than before; the smaller number reporting this year does not necessarily indicate fewer programs being offered.

The general, all-over picture has not changed materially from what it has been in the past two years.

• **Degree Programs.** Just about the same per cent of schools are offering full programs for graduate degrees. This year, of the 126 schools reporting, 61 offer full master's programs and 21 offer full doctoral programs. Percentage study for three years:

1951 . . . 44% masters . . . 15% doctoral
1952 . . . 51% masters . . . 20% doctoral
1953 . . . 48% masters . . . 17% doctoral

The slight fluctuation could readily be accounted for by the size of schools not reporting.

• **Methods Courses.** All the schools reporting are offering something in methods work, either graduate or undergraduate; few of the schools have altered their programs notably:

Methods in:	1951	1952	1953
Typewriting . . .	50%	52%	55%
Shorthand . . .	49%	50%	48%
Bookkeeping . . .	44%	49%	46%
General Business . . .	40%	37%	40%
Transcription . . .	44%	33%	33%
Office Practice . . .	30%	28%	26%
Office Machines . . .	28%	27%	26%
Consumer Education . . .	17%	12%	10%
General, all subjects . . .	13%	17%	10%

to take such courses and therefore wish to get their applications in early that this summer-school report was advanced from the usual May issue to this April issue.)

This year, 18 colleges or universities are offering such co-operative courses; they are indicated in the summer-school directory by the key letter A immediately after those schools' registration data. A comparison with 1951 and 1952:

1951 . . . 14% . . . (20 of 142 schools)
1952 . . . 10% . . . (13 of 132 schools)
1953 . . . 14% . . . (18 of 126 schools)

• **Workshops** will be featured, in all sizes and lengths and subjects, on many campuses this summer. Examples:

At *George Peabody*, in Nashville, a one-week workshop in shorthand methods by Dr. Theodore Woodward and Mrs. Madeline S. Strony . . . at *Greeley*, Dr. Ken Hansen will present another series of author demonstrations and debates (as, Dr. Sam Wanous vs. Louis A. Leslie, for one), which proved enormously popular last summer.

At the *University of Denver*, Juanita Rauch will conduct a once-in-a-lifetime two-week intensive course in the operation of office machines—both in the classroom and in the office . . . at the *University of Southern California*, Dr. Albert C. Fries will offer a sequence of six one-week workshops—typewriting, led by Dr. Alan C. Lloyd; curricula, Dr. Bernadine Bell; supervision, George DaVall; bookkeeping, Donald Robertson; distributive education, Dr. William R. Blackler; shorthand, Robert I. LaDow.

At *Northwestern*, the Gregg Division will sponsor, as did Gregg College in years past, three of its one-week seminars, each dealing with methods in

IDAH

UNIVERSITY OF IDAHO, Moscow. June 15–August 8. J. Frederick Weltzin, Director; Bruce L. Blackstone, Acting Department Head. CDGHKM

ILLINOIS

EASTERN ILLINOIS STATE COLLEGE, Charleston. June 15–August 7. Dr. Bryan Heise, Director. BFJ

GREGG COLLEGE (Division of Northwestern University), Chicago. Three one-week conferences: July 13–17; July 20–24; August 17–21. Dr. Russell N. Cansler, Director.

NORTHWESTERN UNIVERSITY, Evanston. Three terms: June 22–August 1; June 22–August 22; August 3–August 22. Dr. William C. Bradford, Director; Dr. Russell N. Cansler. ACDEFGIJKL

SOUTHERN ILLINOIS UNIVERSITY, Carbondale. June 11–August 3. Dean Henry J. Rehn; Guy W. Trump, Chairman. K

UNIVERSITY OF CHICAGO, Chicago. June 22–August 29. John E. Jeuck, Dean; Ann Brewington, Associate Professor. DGJKL

WESTERN ILLINOIS STATE COLLEGE, Macomb. Two terms: June 8–July 17; July 17–August 21. Dr. Frank Beu, President; Dr. Clyde Beighley, Department Head. ABCDKM

INDIANA

BALL STATE TEACHERS COLLEGE, Muncie. Two terms: June 9–July 11; July 14–August 15. Dr. John R. Emens, President; Dr. M. E. Studebaker, Department Head. ABDEGJKM

INDIANA STATE TEACHERS COLLEGE, Terre Haute. Two terms: June 15–July 17; July 20–August 21. Dr. Paul F. Muse, Department Chairman. BCJKMN

INDIANA UNIVERSITY, Bloomington. Three terms: June 1–June 17; June 17–August 13; August 13–August 28. Professor H. B. Allman, Director; Dr. Elvin S. Eyster, Department Head. ABEGHIJKLM

IOWA

AMERICAN INSTITUTE OF BUSINESS, Des Moines. Terms start June 1 and June 8. E. O. Fenton, President. BDEFGIJ

IOWA STATE TEACHERS COLLEGE, Cedar Falls. June 10–August 18. Dean M. J. Nelson, Director; Dr. Lloyd V. Douglas, Department Head. BGK

STATE UNIVERSITY OF IOWA, Iowa City. June 17–August 12. Dean E. T. Peterson, Director; Dr. William J. Masson, Department Head. BDGJKL

KANSAS

FORT HAYS KANSAS STATE COLLEGE, Hays. June 1–July 31. Dr. E. R. McCartney, Dean; Dr. Leonard W. Thompson, Department Head.

KANSAS STATE COLLEGE, Manhattan. June 1–July 31. A. L. Pugsley, Director; R. W. Babcock, Dean. BCDGJK

KANSAS STATE TEACHERS COLLEGE, Emporia. Two terms: June 3–July 2; July 3–July 31. Bill Rose, Director; E. C. McGill, Department Head. DFGHIJKLM

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Director; Dr. W. S. Lyerla, Department Head. HKO

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BOWLING GREEN COLLEGE OF COMMERCE, Bowling Green. Two terms: June 8–July 11; July 13–August 15. J. Murray Hill, President. BDFGIJ

EASTERN KENTUCKY STATE COLLEGE, Richmond. June 8–July 31. Dean W. J. Moore, Director. BCDCHJK

MAINE

HUSSON COLLEGE, Bangor. June 29–August 7. Clara L. Swan, Director. BGJ

MASSACHUSETTS

BOSTON UNIVERSITY, Boston. July 13–August 22. Robert W. Sherbourne, Director; Lester I. Sluder, Associate Professor. BEHIJKM

MICHIGAN

CENTRAL MICHIGAN COLLEGE OF EDUCATION, Mt. Pleasant. June 22–July 31. Dr. J. W. Foust, Director; Claude Love, Department Head. O

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MICHIGAN STATE NORMAL COLLEGE, Ypsilanti. Two terms: June 17–July 24; July 27–August 14. Dean Egbert R. Isbell; Julius M. Robinson, Department Head. ABCDJ

UNIVERSITY OF DETROIT, Detroit. June 22–July 31. Dr. Francis A. Arlinghaus, Director; Lloyd E. Fitzgerald, Dean. BCDEFCHIJK

UNIVERSITY OF MICHIGAN (School of Education), Ann Arbor. Two terms: June 22–July 31; June 22–August 14. H. M. Doerr, Director; Dr. J. M. Trytten, Department Head. ABCDKLMO

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MISSISSIPPI

MISSISSIPPI SOUTHERN COLLEGE, Hattiesburg. June 2—August 15. Dr. R. A. McLemore, Dean; J. A. Greene, Department Head. ABCDEFGHIJ

UNIVERSITY OF MISSISSIPPI, University. Two terms: June 2—July 12; July 11—August 18. John E. Phay, Director; R. B. Ellis, Registrar. EIJK

MISSOURI

NORTHEAST STATE TEACHERS COLLEGE, Kirksville. June 1—August 6. Walter H. Ryle, President; Dr. P. O. Selby, Division Head. BDGJK

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NEBRASKA

CREIGHTON UNIVERSITY, Omaha. June 15—August 4. William F. Kelley, SJ, Director; Dr. F. E. Walsh, Department Head. DH

NEBRASKA STATE TEACHERS COLLEGE, Wayne. June 1—July 24. Willard A. Wollenhaupt, Department Head; Milton B. Childs, Registrar.

STATE TEACHERS COLLEGE, Kearney. Two terms: June 2—August 1; August 2—August 16. Herbert L. Cushing, Director.

UNIVERSITY OF NEBRASKA, Lincoln. Two terms: June 10—July 17; June 10—July

31. Wesley C. Meierhenry, Director; Lucy M. Hill, Department Head. ABDCJKL

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NEW MEXICO HIGHLANDS UNIVERSITY, Las Vegas. Two terms: June 15—July 17; July 20—August 21. Dr. Guy Burris, Director; Vernon V. Payne, Department Head. BDGJM

NEW MEXICO WESTERN COLLEGE, Silver City. June 8—July 31. J. Cloyd Miller, Director; W. J. Lincoln, Department Head. KO

NEW YORK

COLUMBIA UNIVERSITY (Teachers College), New York. July 6—August 14. Professor Thomas C. Izard, Director; Hamden L. Forkner, Department Head. BGHIJKL
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tion), New York. June 30—August 7. Dr. Paul S. Lomax, Department Head. BDEFHJKL

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LENOIR RHYNE COLLEGE, Hickory. Two terms: June 8—July 15; July 16—August 21. G. R. Patterson, Director; G. W. McCreary, Department Head. BGJ

NORTH DAKOTA

STATE TEACHERS COLLEGE, Dickinson. June 8—July 31. Charles E. Scott, President; L. G. Pulver, Department Head.

UNIVERSITY OF NORTH DAKOTA, Grand Forks. International Business Education Conference, June 3—June 5. Dorothy L. Travis and O. M. Hager, Co-chairmen. M

OHIO

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WHITEWATER STATE COLLEGE, Whitewater. June 22—July 31. A. I. Winther, Director; Henry Collins, Acting Chairman. BDFGJM

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UNIVERSITY OF WYOMING, Laramie. June 15—August 21. O. C. Schwiering, Director; Robert L. Hitch, Department Head. ABDGJKM

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Ah, Summer School!

RUTH BRUNNER
Northwestern State College
Natchitoches, Louisiana

AT A BRIDGE TABLE the other day, I heard Betty, one of our young teachers, complain, "Gosh, I *dread* this summer! You know, they're *making* us go back to school."

I nearly missed an obvious finesse. I could not have been more shocked if she'd said, "They're *making* us accept our salary checks this year."

Swallowing a couple of nasty retorts that I hated to waste (I have a sort of Miss Brooks reputation), I took the finesse and made my bid, doubled. Which goes to show what concentration will do, for Betty kept on *yak-yak-ing* about the dullness of summer school and of old-maid schoolteachers; she guessed she'd just go to the State University, only fifty miles away, so that she could come home week ends.

Since this happened to be my week for smothering pointed remarks, I didn't say anything. But it was hard, believe me.

For I'm an enthusiastic *summer-school-er*.

I'll even go further—I am an *eager* summer-school scholar. I can hardly wait to close my desk in May. In fact, I may as well confess, I don't wait: Just as soon as those gruesome Christmas bills are paid, I begin to pore over college catalogues like a truck gardener drooling over Super-Ruby Red Tomatoes in the ads.

After the bridge party, I began to wonder whether there are many Bettys in our profession. Could *you* be one? For fear that you might be, wait while I adjust my soapbox and give you some sound tips on how to *enjoy*

summer school! To me, that sounds like "How to Be Happy Though Rich," since summer school and fun are synonymous in my language.

(First, though, this qualification: If you're working on a graduate degree, you can stop reading immediately and turn the page to one of BEW's more erudite offerings. For, if you are a Ph.D. or M.A. candidate, your plans are already mapped out.)

■ Get Away from Home—

To begin with, poor Betty will make a mistake to go to her own state university, just fifty miles away. A well-seasoned summer-school veteran picks a university as far from home as possible, probably in a part of the country where she's never been. Then, you see, the trips to and from the school constitute a complete vacation in themselves — as much vacation as ordinary mortals ever get.

So, don't be satisfied to stay in your own state. If you live in the west, go east; if you live in the north, go south . . . and vice-versa. Some summers I find myself yearning over two or three catalogues and wishing I were like the man who could get on a horse and ride in all directions at once.

Why pick a college away from home? Surely you can see all the advantages — new friends, different viewpoints, the freshness of an unaccustomed environment, the vacation trip. There are all sorts of reasons, if you *must* be logical. Personally, I just like to go places.

■ Take Courses for Fun, Too—

So, let's say, you've picked the

school. The next thing to do is to go through its catalogue, as if it were Sears', and work out your program of classes. One way is to choose a class with a professor who is well known as an expert in your field. Most of our top business educators have dynamic personalities; they give you sound, solid information; but, best of all, their teaching techniques are contagious.

Too, by taking classes with The Experts, you get the chance of a lifetime—to whip out a long list of questions (you compile them all during the school year) you want answered. Usually, An Expert will welcome the list. It gives him something specific to talk about.

One caution: said Expert *might* stroke his chin and mutter, "Hmmmm, that is important. Suppose *you* do some research on that and give *us* a paper on it." Then you've got to do some quick thinking.

Another way to select classes, of course, is with an eye to what you need or want to know. When you're working for a degree, you have to stick pretty closely to a scheduled program; but, if you're just going to school—ah, the whole university is open to you.

Have a hobby? Take a course related to it.

Curious about some field of knowledge that you missed somewhere along the line? Enroll in a class and find out what makes it tick.

One of the most enjoyable classes I ever had was one in Biblical History that I landed in when I filled out the wrong course number on my registration card.

Of course, when poor Betty gets to State University, she'll probably choose her classes by the hours. No eight o'clock—she wants to sleep. No classes after two—she might catch a ride home. How insular can she get!

■ Anticipate a Good Time—

So you've picked your college and your courses. Now what? Remember Betty's crack about "old-maid schoolteachers"? Why doesn't someone tell that child that other professional

(Continued on page 410)

The Treasure Hunt

A Device for the Teaching of Law

IRVING ROSENBLUM

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THE STUDY of commercial law lends itself to give-and-take discussion involving interchange of opinions among pupils. In such an atmosphere, questions requiring research inevitably arise.

While some questions involve simple investigation, others must be given intensive study. The simpler questions may call for letter writing—to an author, a legislator, or a Government executive, to cite a few examples. In this article, we are concerned with the more detailed research, a treasure hunt for nuggets of knowledge in law.

■ Nature of the Problem—

The textbook cannot always give the final word. This is particularly true in law. The copyright date and the table of contents in a law textbook set limits of time and scope that can be overcome only through the use of supplementary materials.

The class must go beyond the textbook to bring facts up to date or to enrich concepts acquired. This year's statutes are not recorded in last year's textbooks. Recent legislative enactments, such as those regulating gambling or revising interest rates, are not reported in the older texts. Enriched understanding of our common-law heritage or other specialized areas of knowledge, such as bankruptcy, lobbying, copyright, or small-claims procedure requires research beyond the text.

The problem, then, is three-fold in nature, involving (1) selection of topics that merit more intensive study, (2) collection of appropriate reference material, and (3) instruction in the necessary research skills. The last two of these, the materials and the techniques, are determined by the topics chosen for study. These topics, in turn, are derived from questions raised in class.

■ Selection of Research Topics—

- *Pupils' questions* are stimulated by the socialized atmosphere of the classroom. In discussing Sunday contracts, for example, pupils inquire about the exceptions to the general prohibition against Sunday labor.

The students are inquisitive about actual lawsuits involving violation of trade-marks and trade names such as those of a toothpaste or restaurant or air line. Pupils ask for illustrative cases involving the granting or denial of an injunction. They also want examples of the "pick up the marbles" judgment for nominal damages.

Many of these points of interest are beyond the scope of the textbook but are reported in newspapers and magazines.

- *Teacher's questions* are stimulated by problems raised by pupils. The teacher sees implications and interrelationships not apparent to the pupils. In addition, the teacher constantly seeks illustrative cases and stories, like the case of Charles Chaplin versus Charles Aplin, the insurance case of the "Friendly Fire," or the Lincoln anecdote on "murder

by moonlight." The writer has also collected a series of cases and anecdotes to answer the perennial question posed by his pupils, "Yes, but how are they going to prove it?"

Within their respective spheres of interest, both teacher and pupils engage in research in commercial law.

- *Related questions* arise in other subject areas, affording opportunities for correlation. Certain topics in commercial law appear also in economics, history, and bookkeeping. For example, the purpose and provisions of the Small Loans Act are of interest in the study of economics. Terms like *obiter dicta*, *mandamus*, and *injunction* are treated in the course of study in American history. Classes in bookkeeping speak of *bankruptcy*, *good will*, *interest on loans*, and *composition of creditors*. Pupils in the law class enrich their concepts of these terms through an exposition of the legal aspects.

■ Facilities for Research—

With due regard for the value of the textbook, there is, nevertheless, a need for supplementary materials. These include newspapers, magazines, encyclopedias, clipping files, and textbooks in related subjects, as well as a variety of textbooks in Law. Such supplementary references may be obtained in the school, the home, and the community.

- *The school library* is the natural center for research activity. In addition to its convenience, this library affords an opportunity for supervised and guided research. Effective use of the school library requires an exploratory visit by the law teacher, followed by a conference with the librarian to clarify purpose and procedure.

- *The public library* in the community is helpful, too. Its files may supply many newspapers or magazines not available in the school library. In addition, the public library serves pupils at hours when the school library is closed.

The hunt begins with a class problem . . .



• *The home library* is sometimes useful to law pupils. Some students bring from home textbooks, encyclopedias, magazine articles, and newspaper items related to topics studied. The pupils themselves interchange such information through the classroom clearing house for sharing and pooling knowledge.

■ Procedure in Research—

The treasure hunt in Law requires preliminary preparation by teacher, librarian, and pupils. The objectives and the procedure must be clarified through the teacher's basic plans.

• *The teacher's preparation* consists of co-operative planning, first with the pupils and then with the librarian. The teacher examines the library material available for each topic, adds some of his own, and arranges for its use. To guide the pupils in their research, mimeographed outlines are prepared.

• *The pupils' preparation* begins with a general discussion of questions in law submitted by students. These are grouped under major captions. Sources of information are suggested by pupils and teachers. Students volunteer to study the topics that interest them.

In some classes, committees of two or three pupils work together. In other classes, each topic is handled by one student working independently. The class is prepared by its law teacher for a library lesson on research techniques.



the library is the hunting ground

• *The librarian's preparation* starts with the assembling of the necessary locational materials. These will later be examined by the pupils in their preliminary search for appropriate references. This aspect of the treasure hunt is directed by the librarian in her explanation of the use of basic references such as the *Readers' Guide*; card catalogues; encyclopedias; and, in our school, the *New York Times* index.

If the students are properly briefed, they will leave the library classroom with the enthusiasm of treasure-seekers eager to explore their chosen trails. The effectiveness of adequate motivation then becomes apparent in the intense absorption of each pupil in his task. This enthusiasm at work results from a natural sense of curiosity combined with the pleasure and self-satisfaction derived from satisfying that curiosity.

Despite the librarian's attempt to anticipate difficulties, individual problems will arise. These will be clarified by the

teacher and the librarian. At a subsequent meeting with the librarian, pupils discuss their experiences; and investigational problems of general interest are settled for the class.

■ Preparation of Reports—

Initiative and originality are fostered in the preparation of the reports. Each pupil determines the form of his report and the media to be used.

• *The first phase* of the pupils' research is exploratory. The purpose is to seek magazine articles, news items, case references, and encyclopedia and textbook discussions related to the particular topic. Cross references are utilized in this search, and pupils learn to trace their topics under varied captions; for example, "fraud" may be treated under the headings of "swindlers," "art forgeries," etc.

Skimming, rather than concentrating, the readers appraise the articles. This phase of the research activity is extensive, rather than intensive, producing a tentative bibliography as a broad base for the detailed reading to follow. This bibliography is submitted to the teacher for evaluation and then reduced to a limited number of items that seem most suitable.

• *The second phase* of the research process is the intensive reading of the selected items. These are summarized to obtain the significant information in law that will form the basis of the report.

The pupils may then discuss with the teacher the nature of their reports. Most pupils prepare a folder. More ingenious pupils use posters or dramatizations in presenting their reports. Some use a tape recorder to submit a case problem. Still others rely on a panel discussion. In one class, a pupil gave piano recital to demonstrate plagiarism in music. In another class, a pupil accomplished this by the use of phonograph records.

Some of the reports are revised for publication in the law-class newspaper, *Obiter Dicta*. Others are displayed in the class exhibit of materials and activities in Law. Most of the reports are delivered when the particular topic is discussed in the syllabus for the term.

■ Evaluation—

• On the negative side, there are natural limitations to the research process. Some of the magazines cited in *Readers' Guide* are not available in the school library. The library hours at school are not convenient to all pupils.

There is a wide range in the reading and research skills of the students. Some topics require revision to meet pupils' abilities and library facilities.

The success of the project depends, in large measure, upon the resources of the library and the co-operation of the librarians. In our classes, we were very fortunate in having the complete co-operation, as well as the superior technical skill, of our library staff; several lessons were conducted at school by our chief librarian and her associates. Additional assistance was rendered by the chief librarian in the community library.

• On the positive side, our project developed tangible skills and intangible traits. In exploring and discovering new sources of knowledge, research skills were developed. Enthusiasm was generated in accepting a challenging problem and seeing it through to its ultimate solution. One pair of pupils pursued their quarry to the central branch of the metropolitan library, some fifteen miles from home!

A profitable leisure activity was acquired by the pupils in learning how to utilize the resources of the library. In using research skills, the pupils were engaged in "learning by doing." Our treasure hunt provided correlation of skills taught in English classes with knowledge sought in law.

In some classes, discussion is terminated when a pupil explains that "it isn't in the book." In our law classes, that expression is a challenge—the beginning, not the end, of a search for knowledge.

The Use of Live Assignments

MILTON BRIGGS
Bookkeeping Editor

BECAUSE BOOKKEEPING is a live subject, as current as business itself, experienced teachers like to present to their students problems that are practical. In this connection, our assignments of work for students to do outside the classroom need appraisal. In many cases, the nature of the study-period or home-lesson assignment determines the degree of interest and accomplishment that the student may develop in the work at hand.

When a teacher can say, "This is a bookkeeping problem taken from a real business," there is apt to be new or revitalized attention and interest from the student point of view. If the teacher will go further and say, "To everyone who successfully completes this practical business problem, I will award a certificate of achievement that you can show your parents and prospective employers," there is additional stimulus.

The BEW bookkeeping contest this

month presents a practical problem with "live" assignments—real bookkeeping from real business.

■ The April Contest Problem—

Martin Strong is the proprietor of Money-Stretching Market, where he sells (at retail) meat and poultry of high quality. Assume that he employs you as the bookkeeper for his business.

At the close of the first quarter of 1953, you are asked to prepare a trial balance and financial statements. Other information to be considered, in addition to the trial balance figures, is as follows: Merchandise inventory at the end of the three-month period, \$2,987.86; expired insurance, \$60.00; estimated depreciation of equipment, 10 per cent annually; estimated bad debts, \$75.00; taxes accrued, \$101.10.

Account balances in the General Ledger of Money-Stretching Market at the close of business on March 31, 1953 (before adjustments), were as follows:

Accounts Receivable	\$3922.79
Accounts Payable	1375.58
Advertising	78.13
Capital, Martin Strong	7581.16
Cash	3497.60
Delivery Expense	188.01
Equipment	2420.00
Heat and Light	323.88
Merchandise Inventory	
1/1/53	3681.30
Notes Payable	1200.00
Payroll	4484.71
Prepaid Insurance	123.76
Purchases	6719.61
Rent	1200.00
Reserve for Depreciation	
of Equipment	242.00
Sales	18975.47
Supplies Used	474.68
Taxes	300.55
Taxes Payable	120.93
Telephone	80.12

■ Instructions for Students—

To earn a Junior Certificate of Achievement or pin, prepare a Trial Balance before adjustments.

To earn a Senior Certificate of Achievement or pin, prepare a Trial Balance before adjustments, then a Profit and Loss Statement after adjustments. (Teachers may require a work sheet.)

To earn a Superior Certificate of Achievement or pin, prepare a Trial Balance, a Profit and Loss Statement, and a Balance Sheet.

■ Teacher's Key—

Trial Balance Total, \$27,495.14.
Adjusting entries: debit Purchases, \$3,881.30; credit Merchandise Inventory, \$3,881.30; debit Merchandise Inventory, \$2,987.86; credit Purchases, \$2,987.86; debit Expired Insurance, \$60.00; credit Prepaid Insurance, \$60.00; debit Depreciation of Equipment, \$60.50; credit Reserve for Depreciation of Equipment, \$60.50 (\$2,420.00 x 10 per cent $\times \frac{1}{4}$); debit Bad Debts, \$75.00; credit Reserve for Bad Debts, \$75.00; debit Taxes, \$101.10; credit Taxes Payable, \$101.10.

Profit and Loss Statement: Cost of Merchandise Sold, \$7,413.05; Gross Profit on Sales, \$9,562.42; Total Expenses, \$7,426.68; Net Profit for Three Months, \$2,135.74.

Balance Sheets: Total Assets, \$12,514.51; Total Liabilities, \$2,797.61; Capital, March 31, \$9,716.90

Best of the Best!

From thousands of solutions submitted in the BEW's November and December Bookkeeping Contests, judges have selected papers from the following students as most outstanding:

George Saito, Public School, Wapato, Washington (June E. Weyrauch); Phyllis Bergeron, Saint Ann's Academy, Marlboro, Massachusetts (Sister Donalda Maria); Henrietta Vavrina, High School, Hart, Michigan; Mary Sonnek, Good Counsel Academy, Mankato, Minnesota (Sister M. Elisabeth); Carolee Shafer, High School, Easton, Pennsylvania (Mrs. J. B. Kerr); Jeannine Levesque, St. Louis de Gonzague High School, Nashua, New Hampshire (Sister Mary of St. Gerard); Barbara Ferreiro, Roosevelt High School, Kent, Ohio (Mildred Miller); Carol Palmer, Marycliff High School, Spokane, Washington (Sister M. Claveria); Valma Bernard, Notre Dame Academy, Charlottetown, Prince Edward Island (Sister St. Daniel of the Redeemer); Eleanor Livingston, High School, Chillicothe, Missouri (Honor Israel); Joan Basista, Lourdes Academy, Cleveland, Ohio (Sister M. Borromeo); Sylvia Scarlet, Slovak Girls Academy, Danville, Pennsylvania (Sister M. Lillian); Harold Robling, Jr., Public School, Spurgeon, Indiana (H. O. Mason); Joan Verbicky, St. Mary's High School, Lawrence, Massachusetts (Sister Mary Rutina); Phyllis Gilliland, High School, Lynchburg, Ohio (Florence H. Shaffer); Jacqueline Jardine, Elizabeth Seton High School, Pittsburgh, Pennsylvania; Marcelle Alain, St. Anthony High School, New Bedford, Massachusetts (Sister M. Yvette); Patricia Blackburn, High School, Uxbridge, Massachusetts (Gwendolyn E. McGilton).

BOOKKEEPING CONTEST RULES

- Students enrolled in business education classes everywhere are eligible to participate. Reprints of the contest problems may be purchased from BEW at 5 cents each or by subscription: 10 tests a month, for nine months, cost only \$2; each additional subscription for nine months, 20 cents.
- Either teachers or student judges may select the papers to be certified, but the teacher must write and sign the statement that certifies to the eligibility of the students named.
- Print or type a list of the names of students whose papers are acceptable papers. Indicate beside each name whether the student is to receive (a) the junior award, (b) the senior award, or (c) the superior award, and (d) whether application is made for a Certificate of Achievement (fee, 10 cents), a gold-and-enamel O.B.E. pin (fee, 50 cents), or both (fee, 60 cents).
- If 15 or more students qualify on any or all of the problems and are named on the teacher's letter, select the one best paper and attach it to the list of names; if, upon examination by BEW judges, the paper is found completely satisfactory, the "best" student will receive BEW's junior, senior, or superior O.B.E. pin free. Moreover, after the judges have examined all the best papers, a special Honorable Mention list of "the best of the best" student bookkeepers will subsequently be published in this magazine.
- Mail the list of names, the one best paper and a check or money order covering the fees to: Awards Department, BUSINESS EDUCATION WORLD, 330 West 42 Street, New York 18, New York. DEADLINE: May 1, 1954.
- Judges are Milton Briggs, Walter M. Longe, and Dr. Alan C. Lloyd. Decisions of the judges are final.

COMMITTEE WORK IN D. E.

THAT TRAINING in the committee process is valuable, is important to both civic and vocational training, and is a necessary contribution to the school's program of citizenship development—this is a concept that is accepted by all modern teachers. Believing in committee work as a training technique is not, however, the same as being able successfully to handle this technique with students. It is worth while, therefore, to consider the *how* of committee work in some detail.

■ Certain Conditions Are Prerequisite—

The conditions under which committee activities are undertaken largely determine the success or failure of committee work. What are the critical factors?

- **Apportionment of Time.** Committee work is a key democratic procedure. It requires that every member of the class take part. That means that the procedure is time-consuming; so, the instructor must recognize the fact and plan accordingly.

Scheduling committee meetings is another problem. The fact that students' schedules (especially in D.E. co-operative work) differ greatly usually makes it necessary that committee meetings be held during class time—and that, too, is difficult if some students are on shifting morning and afternoon schedules. Clearly, then, **timing** is a critical factor.

- **Physical Arrangements.** Another problem in any kind of class committee work is finding a convenient place where discussion will not be interrupted or interfere with other activities. This is a ticklish matter when the whole class is engaged in committee work and the room is small; businesslike conduct is especially important then.

Committee work requires, in addition to a suitable place for meetings, the provision of suitable materials where and at the time they are needed. The teacher must see, perhaps by delegation, that all necessary supplies and reference aids are there, *then*. Otherwise, students waste too much time "getting down to work."

- **Suitable Projects.** A first requirement is that the committee assignment lend itself naturally to group activity. A good example of this is the employer-employee banquet; while the over-all planning can be undertaken by the whole class, the special functions to be performed can best be assigned to committees—the social committee responsible for invitations, the program committee, the physical-arrangements committee, the food committee, the finance committee, and so on.

Preparation of a merchandise manual can be a fine committee project, too. Ordinarily we think of this activity as an individual project; but, when a group of students

sell the same kind of merchandise (such as groceries or shoes or women's ready-to-wear), you may find it advantageous to have the groups prepare a group manual, each student contributing his share.

Preparation of displays, bulletin boards, and posters also lends itself to committee work—or at least to work by pairs of students.

Projects that require much individual research are difficult to work out through committees, for progress is likely to be delayed while individuals complete their investigations. It is always better to have, as committee assignments, work that can be carried on simultaneously by all members of the committee.

The availability of source material is another critical

A GUIDE FOR COMMITTEE CHAIRMEN

A. Before the committee meeting:

1. On the day of the meeting, remind each member of the time and place to meet.
2. Make up for your own use a list of everything the committee must do to accomplish its purpose.
3. Prepare for each committee member a list of the personnel on the committee, a statement of the name and purpose of the committee, and the date of the meeting.

B. At the time of the meeting:

4. Introduce each member (giving name and position) as the person enters.
5. Begin the meeting on time.
6. Pass out the sheets stating the purpose of the meeting.
7. Appoint a secretary.
8. Have group list everything that has to be done (checking against his own list, in 2 above).
9. Delegate responsibility to members for each job.
10. Tell members when and how the work is to be accomplished and reported on.
11. Close the meeting on time, thanking the members for coming.

C. After the meeting:

12. Make up a report of the committee meeting.
13. Check with each member to be sure work is being done.
14. Arrange for any work not being done to be finished by someone else.

(—Adapted from *Virginia Coordinator's Handbook*)

A GUIDE TO DUTIES, like this one for committee chairman, should be prepared by teacher and students for each kind of assignment in committee work.

factor. The instructor must aid the selection of projects so that students pick ones for which adequate material is available.

■ The Composition of Committees-

Many D.E. instructors use committees as devices to get work done, becoming so centered on the end product that they overlook the fact that a principal factor in committee work is the training of boys and girls to do committee work. In this regard, the composition of committees is particularly important.

• *Size of Committee.* "Too many cooks spoil the broth" is a good adage to bear in mind in designating committee membership. A group will learn more and accomplish more when the size of a committee is limited to three to six members, including the chairman. With a large committee you get more talking but less doing; it bogs down with too much dead weight. Too, absenteeism is less likely to be a problem in small committees, because each member feels his presence to be important; and it is easier to get a small group together.

• *Method of Selection.* One must weigh carefully the advantages and disadvantages of *appointment* versus *election* of committee members.

Appointing members or chairmen allows the teacher to select the students who will work best together or who are best qualified for the task at hand. When there are urgent projects, appointment is a simple solution. Appointment also gives a chance to rotate responsibilities.

Election by the members themselves is a more democratic process and gives the students experience in judging others—and in abiding by their own decisions. Bill and Joe cannot very well let Tom down when they urged his selection as chairman.

You will often wish to compromise by appointing a chairman who selects his own committee members, or by appointing members who then select their own chairman. In the latter case, a careful presentation of the duties of the chairman should be made, in order that the selection will be based on suitability for the job instead of on popularity alone.

But the teacher must never lose sight of the fact that the *training* is as important as the *accomplishment* desired. Committee work is a form of training that should help to develop every individual in the group, and so the teacher must keep each individual's training needs in mind. One practice to avoid is the use of the same leaders over and over again; doing so neglects students who need to be drawn out, to be developed, to be given "their chance."

Variety of participation is important, too. When you continually call on one person to act as secretary, or treasurer, or poster-maker, or master of ceremonies—because he or she is good at it—you are penalizing not only *that* student but also others.

Rotation of assignments is important as part of the developmental training program; one objective of committee work is to train students to work in harmony with other personalities, and that requires the opportunity for working with many others. Boys and girls should be encouraged to share committee work, too.

■ The Teacher and the Committee-

The teacher's role is to supervise, to direct, and to follow up the work of the committee—not to do the work. The more the committees work independently, the better it will be for them.

• *Direction of Work.* First of all, you need to explain the purpose of the project and tell how it is to be handled through committees. Stress the responsibility of each member, the fact that the chairman acts as a co-ordinator and leader and is not expected to do all the work himself, and the need for all to work together towards the common goal.

Directions should be fairly complete, even though the class will have had some committee experience in other

courses. Explain the due dates and the approximate amount of time each member is expected to give to the project. Standards must be discussed and established; and, when definite standards have been set up, as in the case of contest projects, they should be so thoroughly reviewed that every student clearly understands the requirements. More than one teacher has found an hour spent in orienting students to their committee duties has saved scores of hours of pupil time!

• *Follow-Up.* You will need to check on progress early in the game to make sure that the committee is starting off on the right foot. This can be done in group conferences. Many teachers require daily interim progress reports from each project committee. You may also require written reports at strategic points of the project.

Before the final due date, you will need to make another check on progress, to make sure that the project will be completed on time.

The final report gives you concrete evidence of what was accomplished—but does not necessarily indicate the contribution of individual members, or how well the members worked together; further evaluation is needed.

■ The Evaluation of a Committee's Work-

At least three types of evaluation are needed: one of the project itself, one of the committee's general functioning, and one of the individuals' contributions.

• *Evaluating the Project.* Any project must, of course, be judged in terms of standards previously set up. The teacher will wish to make his own evaluation; but, if the training goal is to be achieved, evaluation of the finished project should be made both by the committee that performed it and by their classmates.

• *Evaluating the Committees.* Questions such as the following can be used in evaluating the effectiveness of the committees:

Did everyone take part, or did just a few do all the work? Was time well spent or was it wasted in any way? Did members pull together without bickering? Were meetings conducted in a businesslike manner? Did real thinking take place, rather than just talk?

Again, group evaluation and discussion, with suggestions for improvement, are in order.

• *Evaluation of Individuals.* It is difficult to evaluate the work of individual committee members or chairmen without having a plan for doing so. One way of accomplishing the task is to have the chairman evaluate each of his committee members, and the committee members their chairman. In addition, students can be asked to evaluate their own work and contributions. Such a plan, or any other that may be adopted, must be explained at the outset of the committee assignment so that the students will know what to look for.

Items such as the following can serve as the basis for evaluating the work and contributions of individuals:

- Regularity of attendance at meetings
- Active participation in group discussions
- Co-operative attitude
- Conscientious performance of tasks assigned
- Volunteering for special or difficult tasks
- Originality or initiative displayed

The chairman may be judged by such criteria as these:

- Ability to delegate work
- Ability to keep the committee in line
- Ability to conduct meetings in a businesslike way
- Ability to get the group to co-operate

Once evaluations are in, the teacher can and should then confer with each committee member privately, comparing his self-evaluation with those of the others, bringing home to him in a concrete way a real understanding of what it takes to work together with others toward a common goal.

My favorite device for teaching shorthand

WE SHORTHAND TEACHERS are always wondering, "How am I doing this year?" We wonder whether this year's classes are better than last year's—and how much. We wonder whether our new book or new approach or new way of assigning homework is better. We wonder how our students would compare with those of other teachers.

About nine years ago, after I had already been teaching 17 years, I started a plan that I have since maintained regularly: using exactly the same test at the same point in the course, and scoring it exactly the same, year after year. The table below shows the results for eight years. I do not believe it particularly remarkable, other than the fact that I kept it; you are welcome to give your students the same test, under the same circumstances, and compare your students' achievement with mine.

■ The Circumstances for the Test—

The test is given at the end of the third semester of instruction. The test is the term examination. No special preparation is made for the takes. No helps of any kind—preview, English, punctuation, etc.—were given at the time of the test; the copy was new material to the students. The students knew that the transcripts, and only the transcripts, would be marked. The students were told to set their margins at 10 and 70, to use double spacing, and to type on only one side of the paper. The number of minutes allowed for transcribing each part of the test was specified and observed. The students did not arrange the material in letter form; they simply transcribed it as straight copy.

In marking the papers, one error was charged for each of the following: for each word not transcribed exactly as dictated—changed, or filled in, or left out . . . for each different word misspelled (they were permitted to use the dictionary) . . . for each nonmailable erasure . . . for each typographical error (such as pilings) or nonmailable typed word . . . for each punctuation mark not transcribed as indicated by the dictation . . . for each incorrect punctuation mark inserted.

■ The Test Has Three Parts—

Altogether the students transcribe 525 words. Of these, there is 2½ minutes at 80 words a minute, 3 minutes at 85, and 1 minute at 90. Each take was transcribed before the next take was given. My dictation key was marked for quarter minutes:

• 80-Word Take; Transcribing Time, 20 Minutes:

Dear Mr. Strong: We take pleasure in enclosing a pamphlet describing our plans for the payment of medical and dental bills. *Paragraph*. This bank extends credit for this purpose in amounts of \$100 or more. Payments may be spread over a twelve-month period. The rate of interest is 6 per cent a year. If you wish to take advantage of one of these plans, return the enclosed application, specifying the plan you prefer. Be (1) assured that your case will receive prompt consideration. *Paragraph*. We hope that we may have an opportunity to serve you. Very truly yours,

New Letter. Dear Mr. Clark: We accept first-class stocks and bonds as security for loans. In many cases, this bank places a higher loan value on such securities than is generally available. *Paragraph*. The cost of an accommodation of this type is 5 per cent discount a year on loans up to \$1,000 (2) and 4½ per cent discount a year on loans of \$1,000 and over. There is no additional charge. Yours very truly,

• 85-Word Take; Transcribing Time, 20 Minutes:

Dear Sir: In response to your inquiry regarding a loan secured by an insurance policy, we wish to say that a loan of this type is made on an assignment of the cash loan value of the policy. *Paragraph*. You may determine the exact cash loan value of your policy by referring to the table that is included in your policy if it carries a loan value. If you have already made a loan on your policy, you should deduct the amount of the (1) loan from the value given in the table in order to determine the remaining collateral value of the policy. *Paragraph*. The cost of an accommodation of this type is 5 per cent discount on loans of \$1,000 and over. There is no other charge. Loans are not made on industrial policies on which the premiums are payable weekly. *Paragraph*. If you will mail your policy to this office, we shall be glad to tell you how much we can lend you. (2) Very truly yours,

New letter. Dear Mr. Beck: We have made a loan to C. H. Sterling on his property at 328 East Brown Avenue. We understand that you have erected a garage on this property and that it is to be paid for on the monthly installment plan. Will you please execute the enclosed waiver and return it to this office. Yours very truly,

New letter. Dear Mr. Drew: We are pleased to inform you of the approval of your application for a loan. Very sincerely yours, (3)

• 90-Word Take; Transcribing Time, 9 Minutes:

Dear Mr. Hudson: Your letter expressing Mr. White's pleasure in reviewing our Christmas windows was very gratifying and encouraging indeed. Thank you! *Paragraph*. Our sales for November far surpassed the effort we put forth in carrying out the idea of selling window displays. Just wait until you receive our sales report, which will go forward to you shortly. It is really an inspiration. In spite of his youth, Dan Brown has been improving our business ever since you sent him to us. Sincerely (1) yours,

—Lawrence A. Jenkins, Kearny (New Jersey) High School

Total Errors on 525 Words In 1-Rate Test	1945	1946	1947	1948	1949	1950	1951	1952	Total Years	Report Card Mark
0	0	0	0	0	0	0	0	0	0	100%
1- 5	1	0	3	1	0	2	1	4	12	97
6- 10	5	4	5	3	6	9	2	6	40	95
11- 15	3	8	9	4	5	7	8	74	47	88
16- 20	3	5	14	2	3	2	2	2	21	85
21- 25	4	3	3	0	2	3	5	2	24	85
26- 30	4	4	4	0	2	3	4	3	26	82
31- 35	3	1	5	2	3	2	3	0	13	83
36- 40	1	1	2	1	1	1	2	1	13	77
41- 45	1	3	0	2	0	2	2	1	13	75
46- 50	1	0	2	2	2	2	7	2	18	73
51- 55	4	3	0	1	0	1	1	3	2	14
56- 60	1	1	1	0	0	0	0	0	6	71
61- 65	0	1	0	1	1	0	0	0	2	69
66- 70	0	1	0	0	0	0	1	0	3	68
71- 75	0	1	1	0	0	0	1	0	3	68
76- 80	1	2	0	2	0	0	0	0	5	66
81- 85	1	2	0	0	0	0	0	0	5	65
86- 90	0	2	0	0	0	0	0	1	2	66
91- 95	0	0	1	0	0	0	0	0	2	60
96-100	0	1	0	0	1	1	0	0	3	55
101-125	1	3	0	2	1	1	1	0	9	50
126-150	0	1	0	1	0	0	0	0	2	50
Over 150	1	2	0	1	0	0	2	1	7	50
Median No. Errors:	29.5	35	27.5	42.5	18.3	17.5	34.1	25.8	26.2	
No. Students:	19	40	27	26	38	41	35	205		

RECORD for eight years of third-term shorthand students on an identical examination. 1952 students wrote Gregg Simplified; others wrote Anniversary Gregg. The test copy is given above.



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Free-Lance Training

(Continued from page 373)

tant, but not unduly difficult. Your approach may be through the personnel office, the training office, the factory superintendent's office, or even over the desk of the president of the corporation. The public relations officer of the firm is usually concerned with standards of correspondence, and makes a good entree in that area of instruction.

Almost any dignified approach, either direct or indirect, will guarantee a courteous hearing. After all, *you're a teacher*, and everyone who is not a teacher is a bit in awe of him who is enough, at least, to listen to your presentation with courtesy and respect.

A city official, lodge brother, a Rotarian, a next-door neighbor—any of these—may have just the "in" you need. Yet, in almost any circumstance, a straightforward letter requesting an appointment to discuss a training program that you would like to suggest will get a forthright invitation to come in, sit down, and talk.

Your school system might object to these out-of-school activities, but the chances are slim that they will. Better check, though, to play safe. Fatigue can be harmful to your regular teaching and can imperil your health. But outside work can also have the restorative effect of a hobby. And conducting special company courses will freshen your insight into business and enrich your daily classes. Besides, it is probable that fifteen to twenty per cent of the teachers in your school are already doing something "on the side," and there will be plenty of precedent to which you can point. Most administrators will be quick to see the public relations value to your school in having an "expert" on the staff who is respected in the business community.

■ Remember, Though: You'll WORK—

In planning your courses and putting your program into execution, of course you will use every principle of good teaching that you know; that is why business wants you and will pay you. You're paid more to give educational leadership than expert counsel; that means you must use every adult education technique you know or can trace down. You'll be amazed at how much you can pick up in one Saturday afternoon in the local education library if you study a few references on "group dynamics," "adult teaching," "conference-leading techniques," and similar topics.

Techniques you will use frequently will be group conferences, audio-visuels, experience panels, out-of-the-files live material, and "grass-root suggestions."

Consumer Education

GLADYS BAHR

Stephens College
Columbia, Missouri

SURELY EVERY CONSUMER EDUCATION TEACHER emphasizes the need for reading the labels on merchandise before making a purchase. It is one of the most interesting techniques to teach and, when acquired, certainly is an aid to the consumer in getting his money's worth. If you need an

excellent aid in developing a "using labels" unit, write for *Read the Label on Foods, Drugs, Devices, Cosmetics*, Publication No. 3 of the Food and Drug Administration. It can be obtained from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., for 15 cents.

■ Consumer Institute Proceedings—

Last July, Kansas State College and the Consumers Union of the United States, Inc., jointly sponsored a Consumer Institute on "Consumer Problems in a Period of International Tension." The topics discussed, which may help the consumer-education teacher clarify some of his thinking, are as follows:

- The consumer was represented by Consumers Union in a talk on Standards for Consumer Goods; the opinions of government agencies were given by an attorney general in Why Manufacturers Should Not Be Permitted to Fix Retail Prices; business voiced its thoughts on Business Protection Offered Consumers through a Better Business representative as well as by a businessman, who talked on Why Manufacturers Should Be Permitted to Fix Retail Prices. Educators spoke on the topics: Important Consumer Problems; The Role of Nutrition in a Period of International Stress; Health Standards: What Are the Goals?; and The Quest for Better Foods and the Potential Role of the Government. Co-operation between business and consumers was not neglected, for talks on The Role of Co-operatives in Solving Consumer Problems and the Joint Role of Consumers and Retailers in Setting Standards for Consumer Goods were given by representatives of co-operatives and the National Consumer-Retailer Council, Inc., respectively.

Copies of the Proceedings may be secured for \$1.00 each from Consumers Union, 38 East 1 Street, New York 3, New York.

■ Bureau of Business Research—

Recently, two pamphlets were published by the Bureau of Business Research of Western Reserve University, Cleveland, Ohio. *Consumer Credit Facts for You*, a study of the various types of credit available—installment buying, installment loans, single-payment loans, charge accounts, and service credit—costs ten cents. *Small-Loan Laws of the United States*, which contains information on the trend in credit legislation, is free. Both have been written by Dr. Wallace P. Mors and can be obtained by writing Consumer Education Department, Household Finance Corporation, 919 North Michigan Avenue, Chicago 11, Illinois.

■ Do You Avoid Teaching "Buying Food"?—

If you are of the stronger sex and worried because, as a business teacher, food education has not been your concern, please do relax. Let the boys and girls in your class do the work. If plenty of pamphlets are provided for investigation, the students will dig out the facts.

The Department of Agriculture has dozens of pamphlets in this area. A recent one, *Beef, Facts for Consumer Education*, issued by the Department's Bureau of Human Nutrition and Home Economics, Superintendent of Documents, Washington, D. C. (price: 15 cents), provides excellent source material. Another weekly publication (free), *Midwest Market Basket*, issued by Production and Marketing Administration, 623 South Wabash Avenue, Chicago, Illinois, gives food-buying tips, facts on nutrition, production, fruit and vegetable round-up, and many other consumer-education facts.

• The students, in addition to their reading, will want to study the food ads, visit the food markets, read the labels, interview the grocer and the butcher, confer with parents, and report their findings to the class. This research on commodities may be done individually or in groups.



Distributive Education

SAMUEL W. CAPLAN
Temple University
Philadelphia, Pennsylvania

A NEW APPROACH to old needs is being tried in Philadelphia with a great deal of success. The fourteen distributive-education classes in Philadelphia are having a city-wide drive on one important store topic each month. The training departments of co-operating stores synchronize their drives to correlate with these topics. For example, Blauner's, Gimbel Brothers, Lane Bryant, and Lit Brothers ran campaigns on Good Business Manners and Personal Appearance during the month of February to coincide with the drives put on by the distributive-education classes throughout the city. Emphasis will be placed on the following topics during the remaining months of the spring semester: *March*—Good Housekeeping and Merchandise Display; *April*—Accuracy in Arithmetic, Business Spelling, and Legibility of Handwriting; *May*—Constructive Suggestions for Employers; *June*—Better English and Salesmanship.

■ "Retailers, It's Your Move"

It seems that retailers awaken periodically to the poor job of salesmanship that is being done in their stores. Especially do they become apprehensive during a buyer's market, such as we now face. Among recent signs of dispair that have been observed—

- A report issued by the Willmark Service System shows that efficiency of retail salespeople—measured in terms of suggestion selling and trading up—has dropped to a new low.

- According to a University of Illinois study, only one out of six salespeople in Illinois stores make any attempt at follow-up or suggestion sales last year as compared with one out of three before the war.

- According to *Fortune Magazine*, the average salesperson is not only doing a poor selling job, but in many cases is actually discouraging customers from buying. The sales that are being driven out of stores in this way are said to add up to at least \$3 billion a year.

Because of many such signs, one cannot help but conclude that the selling job done by the average clerk has been growing worse. Outside of a large amount of grumbling, it is difficult to say what the retailers are doing about this situation. One would think, for example, that their support of D. E. would be much stronger. Looking at it from a purely selfish standpoint, here is a natural means that provides a reservoir of well-trained, enthusiastic newcomers for retailing. Do the retailers realize the potentialities of our service and do they make the most of it? One often wonders.

■ Teaching Aids

- *Road Maps of Industry* are weekly charts dealing with significant current developments throughout the field of economics. The charts are very well prepared and include data on wages, prices, population, international trade, resources, government employment, housing, retail sales, and dozens of related subjects. Teachers in secondary schools are granted free distribution upon application to Mr. Bernard F. Herberick, Director, Division of Education, National Industrial Conference Board, Inc., 247 Park Avenue, New York 17, New York.

- *Modern Methods of Floor Care* is a sixteen-page brochure explaining the use of different types of floor waxes and the proper care of floors. This booklet will be sent to you promptly and without charge if you write to Department BEW, Consumer Service, Johnson's Wax, Racine, Wisconsin.

- *Business News* is an excellent newsletter on current business trends, issued weekly by Fairchild Publications. This service is free of charge on receipt of an individual request. Write to Mr. Clarence Judd, Research Director, Fairchild Publications, 7 East 12 Street, New York 3, New York.

■ New Textbook

How to Operate a Shoe Store, by Zelma Bendure (Fairchild Publications, Inc., New York City), is an easy-to-read book that brings you quick, clear understanding of shoe-store operations as discovered by years of research, testing, interviewing, and study.

Before your first meeting with a class, get hold of some materials from the company files; reproduce it for class analysis. Spread it before the group the first night, after being sure to change names and identifying characteristics as necessary for the sake of prudence. Let the group analyze the documents and suggest basic principles, as a starter.

A good point: Never let any session end without every member of the class getting something in printed form from you. To be a good adult instructor, I sometimes suspect, you need to have mimeograph ink in your veins.

For a real hit, lead the group in the building of a job-guidance manual from the core materials of your course. You can readily persuade the company to supply distinctive loose-leaf or spring binders for these manuals—then you will have at once a text and a manual that the student can carry back to his desk.

Uniformity of class membership is nice, is highly desirable, but is rarely possible. You'll find yourself with an occupational assortment ranging from the receptionist on the fourth floor to the newly graduated son of the sales manager.

Well, capitalize on the situation. Tell each member he's "the expert" for his particular area in any discussion, and let him render expert opinion on reception and writing sales letters, as the case may be. Be sure to throw the underlings some questions that will enable them to *shine* in front of their bosses; the lesser lights will love you for it—and so will the boss, for each wants the other bosses to notice how on-the-ball the folks in Shipping or Sales really are.

And keep everything conversational. It's more comfortable that way. Learn to laugh quickly; a laugh is the quickest way to smooth the little snorting challenges that will crop up here and there, the smug criticisms, the "if only they would let us . . ." laments. Stir up and maintain co-operation; whip up enthusiasm—and you're in, but good!

■ A Final Urging

If you are a good teacher and are proud to be a teacher, there are a lot of opportunities for you to conduct company training as a free-lance educational expert—to prosper by, and to enjoy thoroughly this enriching experience.

Basically, the core ingredient is pure enthusiasm for teaching and confidence that you can do it. To that, add a touch of derring-do. Once you've started, you will find the work exciting, remunerative, and relatively easy; your biggest problem today—this moment, as you read this—is resolving to take the step. But you can do it! Businessmen want you for what you know and what you can do—teach!



Assembly Programs

(Continued from page 390)

the keeping of books. What bookkeeping is: keeping such books for somebody's business instead of for his personal spending, etc.

• In general business, find the illustrations in the textbook that show a real dollar bill beside a counterfeit one, a properly-filled-in check and an incorrect one, and similar contrasting illustrations. Flash them on the screen and ask the audience to distinguish them. It doesn't matter whether they can or can't do so; if they can, they're earmarked for high grades in general business; if they cannot—well, that's what they learn in general business.

• In all classes, there are scores of anecdotes, contrasting pictures, and so on that can be projected on the screen if you have an opaque projector.

■ Other Possibilities—

If none of the foregoing ideas have clicked with you, perhaps some of the following will help.

1. Bring the students to a typing class and teach them the machine parts and home-row keys. Nice taste. You can do the same thing in shorthand, bookkeeping, general business. (That is, have the class on the auditorium stage, while other students watch.)

2. Interview a series of students who especially like some of the business subjects. You might have some bright youngsters from the junior high group serve as a question-asking panel.

3. If your school is loaded with college-bound youngsters, dramatize the usefulness of typing and shorthand and bookkeeping as personal-use skills "when you go to college."

4. Have your business club conduct its initiation ritual on the stage, with the younger students observing. Better have a commentator who explains what it's all about.

5. Prepare a skit in which someone tries to read the front page of a newspaper and keeps asking questions, the total of which adds up to the punch line: "Listen, if you'd take a business course, you'd know what they mean about taxes, discounts, embezzlement," etc.

6. "Peggy Learns to Type" can be a fine dramatization. You show Peggy in the plodding keyboard-learning stage . . . then speeding up . . . then setting up a letter . . . etc. You can do the equivalent stunt in shorthand, bookkeeping, machine operation, and especially in selling, wherein Peggy changes from a squeaky mouse to a confident girl.

7. You can do a quiz contest, of course, on the "What would you do if" theme. You project a number of situations dealing with business problems, giving prizes and the acclaim, "most likely to succeed as a business student," to the winners.

All the foregoing are just starters; and, if they set you dreaming and planning your own program—well, they have served their mission here. Just drag out that old mental tackle box and hang out your sign, "Gone Fishin'!"

Professional Reading

DR. KENNETH J. HANSEN

Colorado State College of Education
Greeley, Colorado

BUSINESS TEACHERS are sometimes criticized (and too often justifiably) for being too narrow in their preparation for teaching and in their concepts of education. There is no doubt that business teachers should have a broad, liberal, and sound philosophy of education. This month, three books that should contribute to these objectives will be reviewed.

■ Education for All American Youth: A Further Look—

This book (\$2.00, Educational Policies Commission, 1201 16th Street, NW, Washington 6, D. C.) is a revised edition of the eminently successful 1944 volume. In 1944, the Educational Policies Commission published a book that gave to those interested in secondary education some goals toward which to work. This volume was almost universally acknowledged as a great contribution to our professional literature.

• Many fundamental changes have taken place in education since the publication of the first edition. Because of prosperity, thousands of communities have acquired more and better school plants. Also, there seems to be a better understanding of the needs of youth, and many forward-looking changes have been made in educational programs for boys and girls. However, two of the conditions anticipated in the 1944 volume did not materialize: We have not had world peace; and we did not have a period of economic adjustment following the War. Because of this, it was necessary to revise parts of the book and bring them up to date. Also, many of the prophesies made in the first edition had to be written as history.

The educational principles and the suggested school practices in the first edition have been left substantially unchanged. And three new chapters have been added: Chapter 1—The Developing Secondary School; Chapter 2—In This Uncertain World; and Chapter 10—Education for All American Youth Moves Forward.

Business teachers who have read the 1944 edition should certainly read this revised edition. Business teachers who have not read the first edition must read this edition.

■ Progressive Education—

• *Mind, School, and Civilization*, by John Macdonald (\$3.00, The University of Chicago Press, Chicago 37), was written to help teachers develop a working philosophy of education. It is not an attempt to develop a simple philosophy of education because, the author says, there can be no such thing.

Macdonald, certainly, could not be classified as a progressive educator. As a matter of fact, he says that so called "progressive" education can be most ineffective in preparing youth for living today. He further suggests that progressive education has itself become a reactionary solution to modern-day problems. However, his book is positive, and he does not in any way attempt to ridicule or treat humorously the theories and practices with which he does not agree.

This is a good, sound book, and it answers (at least in part) some of the following questions: What are our schools and colleges teaching the youth of today? What are they giving in real education? Should education be the same for everyone? What is the role of our vocational school in a sound educational program?

• *What Is Progressive Education?*, by Carleton Washburne (\$2.50, The John Day Company, New York City), is a simple, clear, concise explanation of progressive education. It is written by a person who should be as well equipped to write such a book as anyone. Carleton Washburne had part of his early training under Colonel Francis Parker, whom John Dewey called "the father of progressive education." He has visited and studied schools on every continent; and for twenty-four years before the war, he was superintendent of schools at Winnetka, Illinois, where one of the better progressive school systems in America is in operation.

This book tells what progressive education is, describes a good progressive school, and explains the results that can be obtained.



Teaching Aids

JANE F. WHITE

Georgia State College for Women
Milledgeville, Georgia

AN EXCELLENT BOOKLET, *Know Your Money*, shows, through the use of actual photographs, how to tell good money from bad money! It is available from two sources: Your nearest field office of the United States Secret Service will furnish a limited number of copies to teachers; and The Superintendent of Documents, Government Printing Office, Washington 25, D. C., will furnish copies for 15 cents each—with a 25 per cent discount for quantities of 100 or more delivered at a single address. This booklet is of practical value for use in high school general business classes.

■ **Am I Embarrassed—**

In the February issue, I described *The Practical Pedagogue* by Bostwick and Garsten, School Shop Aids, Philadelphia 21, Pennsylvania, but failed to mention Box 3216 as a part of the address. Sorry, readers!

■ **The Story of Georgia Marble—**

Every once in a while I need to talk about Georgia. Teachers of economic geography may find this teaching aid valuable when the subject of rocks or the products of Georgia come up in teaching. If an individual teacher desires a copy, The Georgia Marble Company (Tate, Georgia) will send one on request. The booklet also includes the location of famous buildings made of Georgia marble. The New York Stock Exchange and the Pan American Building are two of the best known.

■ **From the Railway Express Company—**

Two booklets, both free, will help in the preparation of a unit on Express Services in general business. Both are available from the Railway Express Agency, Inc., Department of Personnel & Public Relations, 230 Park Avenue, New York City 17. *Cavalcade of Express* gives the story of Railway Express, and *Express Service* is a sixteen-page booklet, issued July 1, 1951, with up-to-date information on the function of Railway Express.

■ **Clary's Six-Point School Program—**

Write the Clary Multiplier Corporation, San Gabriel, California, for the various school materials that they are sending free of charge this year. The program includes many interesting features. If a teacher desires a "40-Minute Lesson Demonstration on the ABC's of Office Figuring Machines" by a trained Clary representative, all she need do is fill out the card included in the packet and mail it to the nearest Clary office. Other items include untimed office-style dictation and timed-writing copy.

■ **B'nai B'rith Vocational Materials—**

Recently, I visited the business department at Putnam County High School. The teacher, Mrs. Robert Rainey, who spends considerable time helping boys and girls choose a career, had displayed material that immediately caught my eye. If you do as I did, you'll sit right down and ask for the complete catalog of career material. There are four colored charts (one describes Jobs in Business Fields) as well as booklets in almost every phase of vocational planning. The material can be secured from Vocational Service Bureau, 1761 R Street, N.W., Washington 9, D.C. Prices range from twenty-five cents to one dollar. You won't be disappointed!

■ **More Job Reprints—**

The Kiplinger magazine, *Changing Times*, occasionally has reprints of articles that have appeared in its issues. Two that are of interest to business teachers include a lineup of opportunities in 50 occupations and 10 big industries and a tour of the job market to see what openings are available, what training is required, and how pay and prospects shape up. Write for: "What Jobs Look Good," issued January, 1952, and "Guide to Good Jobs," March, 1951. There is no printed list, however, and reprints are simply made as they are requested. A charge is made if larger quantities are desired. Up to three copies are supplied free.

Ah, Summer School

(Continued from page 399)

folks go to school, too! Some of the most fascinating people I've ever met I found in the Journalism School at Columbia University and in the Geological School in Colorado. And, Betty, dear, one of my best friends married a most attractive theological student she met at Northwestern University, in Evanston!

Personally, I don't see a thing wrong with schoolma'rms. They are people who speak my language, who share my problems, and who are interested in what I'm interested in. No more listening to involved discussions on how to prepare Junior's formula, or what brand of canned goods is cheaper. (You'll have to admit that the housewives in your bridge club "talk shop" a lot more than teachers do!)

And those teachers you meet at summer school will contribute as much to you as The Experts do. In gossiping with them about your problems, you'll find your enthusiasm catching fire; you'll actually be eager to get home, to try out that New Psychological Approach on your atypical cherubs.

Besides, if you teach in a small community, as most of us do, the average university campus offers a tremendous break in the monotony of small-town social life. I have heard and seen almost every big-name artist, all the way from Jascha Heifitz to Tallulah Bankhead (which is a long way, you must admit)—and most of them I have heard while attending summer school somewhere.

If you select a city university, you're fascinated with the shows, museums, restaurants, sight-seeing tours, and Les Petites Shoppes. If you select a university in a smaller town, the side trips on weekends and the social affairs make life one cheerful carousel.

■ **What Is There to Lose?—**

You meet your own kind of folks, you get new ideas, you have a marvelous vacation, you learn solutions to your problems. And you probably step up a notch on the salary scale. Well?





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The Devil Works Overtime

PRUDENCE PENNYFEATHER

I THINK OF THIS STORY as a boiling mess in a huge caldron, with the Devil standing over it stirring it all up. In the stew is an accountant named Bud, a boss—Mr. Worthy—and his secretary. I was the³ secretary—I had been for three happy years.

Bud's desk and mine are side by side, while the boss's private office is⁸ nearby. This particular day seemed just like any other ordinary eight hours. That is, until the boss asked⁴ me for the Union Metals letters.

Everything would have been fine if I could have found them immediately,⁵ as all efficient secretaries do; but they were not under *Un*, where they should have been. So, as I've done many⁶ other times, I searched his desk, mine, and one or two other people's. But they were nowhere to be found!

And Bud, watching⁷ me, enjoyed every minute of my search.

I gave him a cold stare and asked him if he had any constructive⁸ suggestions; to which he replied that the only suggestion he could make was just to go on with my other⁹ work as if the boss had never asked for the letters. Possibly Mr. Worthy would forget all about them.

■ Now,¹⁰ preposterous as this idea seemed, it was the easy way out. And, since I had already turned practically¹¹ everyone's desk upside down, I took it.

Fifteen minutes passed, and I kept my ear cocked for that telltale buzzer.¹² After half an hour I looked fondly at Bud, who seemed to wear a halo over his head and have a wise look¹³ about him.

The boss was getting busier and busier. With my help, people were streaming into his office¹⁴ in a steady parade. By lunch time, a tasty salad and a hot mint fudge made me forget all about the file.¹⁵ My stomach was fortified, but not quite well enough for the blast that followed.

A tall, dark shadow came across my¹⁶ desk, and a fist pounded on it.

"Miss Parsons, where are those letters

I asked for? I am sure I gave them to you,¹⁷ yesterday, and I need them."

I snapped out of my dream and spoke those famous oft-repeated words: "I'm sorry, Mr. Worthy:¹⁸ I've searched everywhere, but the letters simply can't be found."

I had never seen Bud so intent on his work¹⁹ before.

The boss's voice boomed out again. "Are you *sure* you looked *everywhere*? I want those letters. *Find them right away!*"²⁰

He wanted those letters, and no fooling.

■ I didn't know where to look. But the boss's "Are you sure you looked²¹ *everywhere*?" had put a doubt in my mind. Maybe I hadn't looked carefully enough—maybe I had missed them the²² first time.

I began to search again. This time, ever so carefully, I looked over each clipped paper to be sure²³ they were not attached to something else by mistake. The first desk I searched was my own; and, as I neared the bottom of²⁴ the pile, I got a weak feeling. There they were—clipped to another letter! A four-engined B-29 couldn't²⁵ have startled me more!

I told Bud, but he was not sympathetic at all. He laughed—rather hardheartedly, I felt.²⁶

Well, I had faced worse crises before. I would square my shoulders and straightway take the letters in to the boss and tell²⁷ him the truth. I told Bud what I was going to do.

"Hey!" he exclaimed, "I wouldn't go in there now, with the boss in²⁸ *that* mood. Just about anything could happen. Why don't you play a little joke on him? When he is out of the room,²⁹ slip the letters into his own desk and see what happens. Then after a day or two, when he cools off, tell him about³⁰ it."

The boss had been horribly busy. He had had better days, I was forced to admit.

■ The Devil was working³¹ right along

with our scheme, for a meeting was to be held in the conference room soon after. As the boss passed³² my desk on his way in, he stopped just a second.

"I'll want those letters after the meeting!"

Soon after, the conference³³ door closed. It was a perfect setup. The coast was clear, and I had ready access to the boss's desk as well³⁴ as to the table in back of it. Where should I plant the letters?

The desk was too obvious a place—he might suspect,³⁵ for he had seen me rummaging around it. The table was a better place—in the left-hand drawer, I thought.³⁶ The left-hand drawer, on the left-hand side, on top. This was exciting and somewhat fun.

What would Mr.³⁷ Worthy's reaction be when he found the letters in his own table drawer? And what would he say? I closed the drawer³⁸ gently and moved out of the room to my own little corner to go on with my work.

■ The door of the conference³⁹ room opened again, and I swung into action. As the boss came past this time, I was sorting through the same bunch⁴⁰ of papers I had been through twice before.

Shortly after, I followed him into his room, sat down across the desk⁴¹ from him, and said, "I have looked *all over* for those letters; the only place I haven't searched with a fine-tooth comb is⁴² your desk and" (here I hesitated) "that table."

I couldn't believe my own ears. My words flowed smoothly—the Devil⁴³ was working overtime!

Mr. Worthy shot a glance at me that would have paralyzed a herd of stampeding⁴⁴ buffalo. "I can't see," he snorted, "how those letters could have gotten in here at all. I distinctly remember giving⁴⁵ them to you yesterday. I'm *sure* I haven't got them."

With this, the boss began to rattle the drawers of his⁴⁶ desk ajar, one by one, with a great deal of noise, wildly sorting through the few things in them. Then he turned to the table,⁴⁷ behind

him. The most logical drawer for him to open first, I figured, was the left one—then the right. But⁴⁸ he did it differently. He pushed himself back against his desk and pulled both drawers open at once.

■ I couldn't⁴⁹ see the contents of the drawers from where I stood, but I could see my boss. And that was all I needed to see. As⁵⁰ his eyes took in the contents of the left-hand drawer, his complexion turned a light shade of green, but I watched him quickly⁵¹ regain his composure.

Mr. Worthy was a big man, the president of a company. He would probably⁵² tell me he had found the letters and apologize, and I would want to crawl into a hole. I was suffering⁵³ worse than he. I felt sick all over, and I wished fervently that I had never been born. That miserable⁵⁴ Bud! That wretched Devil!

Then the whole scheme backfired.

"I am sorry, Miss Parsons, they are not here," the boss said calmly.⁵⁵

■ Did I catch his words correctly? Was that my boss speaking? The Devil was surely working overtime, I thought. Here⁵⁶ we were, sitting across from each other barefacedly lying back and forth.

My little scheme had gone awry.

Mr.⁵⁷ Worthy dismissed me, and I went back to Bud, whose halo had vanished. There, firmly set on his forehead were two⁵⁸ horns, with a Chessy-cat grin beneath.

"Well?" he drawled.

Step by step, blow by blow, I told him. What was I to do? I couldn't⁵⁹ tell my boss about it now. It would make him out a liar. I would just have to bide my time and see how things⁶⁰ turned out. The clock struck five—closing time—but even this was no consolation.

Bud's conscience offered me a ride home,⁶¹ but I had to sleep with mine all night. How long was this to go on? And why had I done such a thing to begin with?⁶²

■ It was without the old happiness that I answered the buzzer that called me into the boss's office next morning.⁶³ He asked me if I had started looking for those papers I had not found the day before; to which I replied⁶⁴ in the negative.

"I was here a little after hours last night," he said, "and I decided to do a little⁶⁵ looking for myself."

With this, the boss led me over to the green file I had looked in first; and there—where it belonged,⁶⁶ under *Un-snuggled* the "lost" letters.

"You couldn't have looked very carefully," he went on, "for here they were all⁶⁷ the time . . ."

■ He didn't let himself smile, but I noticed a definitely sly twinkle in his eye. (1357)

Stood Up!

SARAH ALLEN

WHEN LINDA STOPPED beside my desk to break our luncheon date, I wasn't surprised. Why should Linda, the most popular girl in our office, waste her noon hour with *me*?

I tried to force a polite smile, but I guess she read resentment in² my eyes. If she didn't mean to keep our date, I wished she had never asked me. People were always hurting my feelings.³ Sometimes I got so tired of pretending not to mind, that I felt ready to explode. "I've been watching for a⁴ sale like this," Linda justified her disappointing me. "You won't mind, will you?"

I felt all stiff and hollow. "It's all⁵ right," I managed to reply.

■ "What's wrong?" Linda questioned quickly, plopping herself down on the corner of my desk.

I⁶ resented her. "You wouldn't understand!"

"I think I do," Linda said. "You never catch up and join the rest of us⁷ for fear that you aren't wanted. If you meet a group laughing in the hall, you wonder if they're making fun of you. To drop a full tray in a cafeteria, as I did last week, would make you wish you were dead!"

I gasped. "How—how⁸ could you know?"

"I have felt that shy, myself! In school, I didn't join the glee club for fear someone might laugh at my voice.¹⁰ I almost died if I wasn't invited to a party. Mine was about the worst inferiority complex¹¹ ever!"

■ I could hardly believe her. "But, you're so popular!" I protested. "Suppose in school you had been called¹² 'Wire-mouth' because of braces on your teeth! Or found your only present on the office Christmas tree was what the¹³ boss gave everybody!"

"Well," Linda shrugged, "I remember being put out of a play in school because I couldn't¹⁴ act. Losing my first beau and getting fired from my first job left me so raw that friendly sympathy was agony.¹⁵ I've lost boyfriends and missed promotions since, but I've learned not to be so egotistical."

"Egotistical?"¹⁶

"Forgotten your psychology?"

"Oh, I've read that being thin-skinned

comes from being too concerned about yourself," I¹⁷ admitted. "But that's silly! Egotism is being stuck-up. Thinking you are real important. Feeling a¹⁸ failure, the way I do, is just the opposite of being egotistical."

"That's what I used to say." Linda¹⁹ slid off my desk and crossed to our coat closet. "My ego kept trying to tell me I was in a class by myself.²⁰ But I'm only one of millions!"

This very minute, hundreds of office girls are going to lunch. How many do²¹ you suppose have had luncheon dates broken? Or have quarreled with their boyfriends? Or pulled some embarrassing boomer?

I²² used to feel, whenever things went wrong, that the whole world was looking at me. I forgot the world has problems of its²³ own. The girl who turned her head away as I came down the hall might not have been snubbing me, but hiding her own tears.²⁴ Maybe she wondered miserably whether I knew that her father was a drunkard, her brother in trouble, or²⁵ her romance a disillusionment. We all feel alone, yet ever so many of us have the same troubles." ■ Her²⁶ words began to make sense. "Maybe you're right . . ."

"Of course!" Linda pointed at me with her glove. "I'll bet there are a dozen²⁷ girls right in this building who are just as self-conscious as you are! And there's your remedy," she said emphatically.²⁸ "Think about them—their hopes and worries. You'll realize all of us feel insecure sometimes, hungry for a friendly²⁹ word and smile.

"You got stood up this noon?" she challenged me. "You and how many others? Hunt yourself up a second³⁰ date. Ask a third, or a fourth. If nobody accepts, just take *yourself* to lunch. And no self-pity, either!"

■ I had³¹ almost forgotten Linda's talk until today, when one of the girls I lunch with regularly now, showed me how³² I could pass on Linda's help.

"I suppose we ought to ask that new typist, Marian, to eat with us," she reproached³³ herself. "But that girl is so unfriendly—stuck-up, I guess."

"She just feels different from everybody else," I hazarded, suddenly understanding Marian's shell of constraint. "I'll make friends with her at lunch tomorrow noon." (700)

You Can Help

HELEN WATERMAN

YOUR LETTERS are all signed, sealed, and delivered to the mail room. Your desk is cleared for the day and your typewriter is¹ covered. You pick up your bonnet, your bag, and the book you are currently reading and walk wearily to the² elevator. Jane is already there, all aglow and full of vitality. You wonder where in the world she gets³ so much energy.

When you ask her, she cheerfully tells you that she has had a hard day, too, but that tonight it⁴ her night to work at the Red Cross and she looks forward to it so eagerly that she always feels good on Thursdays.⁵

She goes on and on about the fun she's having, the people she's meeting, the wonderful work-experience she's⁶ getting—all while helping along a good cause—and you stop a minute to wonder if maybe you should sign up for⁷ a few hours of behind-the-scenes work at some local charity office.

■ And why shouldn't you? Such organizations⁸ have as much to offer as Jane mentioned, and more. The Red Cross, for example, has chapters scattered all across⁹ the nation, and each day the chapters use thousands of

stenographers, file clerks, receptionists, and switchboard operators¹⁰ on a part-time voluntary basis. These folks are known as staff aides, and they do such work as registering¹¹ blood donors, wiring inquiries for Servicemen who are worried about their families, and writing numerous¹² letters.

In time of disaster, they are the ones to whom the community turns for information. "My son¹³ was in the stricken area. Is his name on your list of casualties?" "They said an ambulance took my wife¹⁴ away. What hospital is she in?" "Where can we get more bandage?" "Who is in charge of the canteen?"

Of course—and¹⁵ fortunately!—such dramatic opportunities to serve are rare. The American Red Cross was chartered by Congress¹⁶ to nurse the wounded in the Armed Forces and provide disaster relief. But now the services rendered have¹⁷ broadened far beyond this original concept—even to operating highway emergency stations and¹⁸ conducting intensive first-aid and lifesaving courses. ■ All these and many other functions involve much clerical¹⁹ and secretarial work—work that is done largely by volunteers. The receptionist who lists the

hours and²⁰ skills you have to offer; the training chairman who arranges your brief orientation; the workers beside you,²¹ will all be contributing their services free of charge. You'll find working with them a pleasure and an interesting²² experience.

If your town doesn't happen to have a Red Cross chapter, don't forget that every town has²³ other welfare organizations all needing help. You could aid crippled children, or work with one of the national²⁴ groups fighting diseases—tuberculosis, cancer, heart trouble, or polio. You may prefer some agency²⁵ of the Community Chest, such as a local hospital, orphanage, or children's welfare group. Many cities²⁶ have Volunteer Bureaus where workers willing to contribute time and organizations that need help are brought²⁷ together.

■ Any one of these fine organizations will more than appreciate your services, and you will²⁸ be repaid with valuable experience that will make employers take notice when you apply for a new²⁹ job—to say nothing of giving you new friends and a radiant countenance that seems to say, "I'm lending a helping³⁰ hand!" (601)

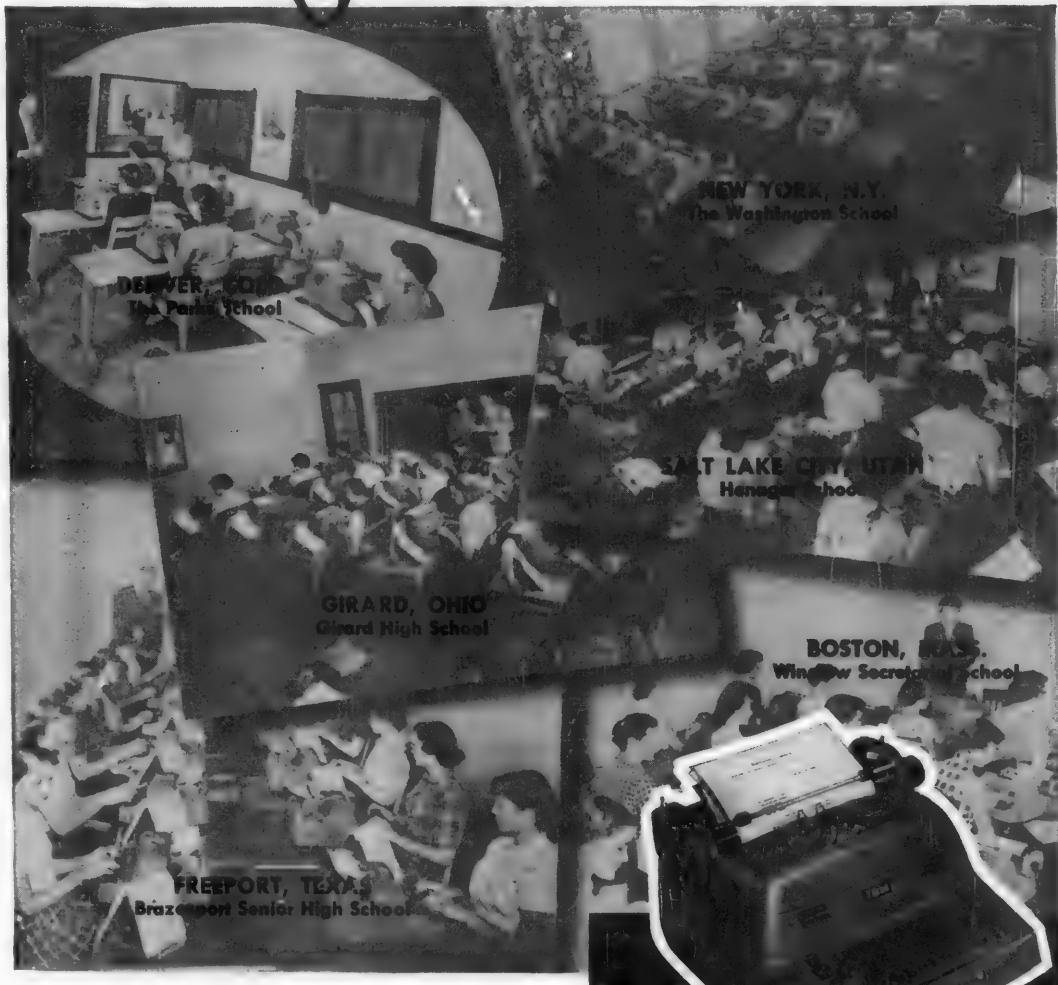
Key to Senior OAT Test

Line

2. (1) Insert comma after 4.
3. (2) April, not APRIL; (3) 31 is impossible date.
4. (4) Use more space after heading; (5) insert Mr.; (6) comma after Wilhelms; (7) write out President.
6. (8) Cleveland misspelled; (9) write out Building.
8. (10) Wilhelms, not Grover; (11) no dash.
9. (12) Space between for and the.
10. (13) Advertised misspelled; (14) strikeover in Plain.
11. (15.) Paragraph should be indented or preceding paragraph should be blocked; (16) delete first comma; (17) strikeover in enter.
12. (18) reputation misspelled; (19) business divided incorrectly.
14. (20) Delete duplicate in; (21) ever, not every; (22) privilege misspelled.
15. (23) months, not month.
16. (24) Paragraph should be indented or first and fourth should be blocked.
17. (25) someone should be one word.
18. (26) business misspelled.
19. (27) shall, not will; (28) guarantees misspelled.
20. (29) studies misspelled.
21. (30) Strikeover in trainee.
22. (31) Delete duplicate in; (32) work, not works.
23. (33) Insert comma after letter, op-
- tional; (34) delete 've; (35) sheet misspelled.
24. (36) describes misspelled.
25. (37) please misspelled; (38) examine, not examined; (39) carefully has two l's.
26. (40) next week, not last week.
27. (41) five, not 5:00; (42) your, not you.
28. (43) an, not any.
29. (44, 45) Do not capitalize very or truly.
30. (46) More space for signature; (47) delete (Miss.); (48) block name with complimentary closing; (49) delete final period; (50) insert enclosure notation, but not initials.

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BUSINESS EDUCATION WORLD



PROFESSIONAL REPORT

APRIL
1953

■ Lives, Professional and Private—

• **Dr. Russell N. Candler**, director of the Gregg Division of Northwestern University, has announced the appointment of **Dr. H. H. Green** to his staff. Doctor Green (Ph.D., Pitt, 1951) has taught at Eastern New Mexico College, University of Pittsburgh, and Indiana University; he is in charge of curriculum development of the Gregg Division and assists with research studies of graduate students in Northwestern's program in advanced business education.

• A reorganization of departments in the four high schools of Jersey City, New Jersey, has led to the appointment of four department heads: **Dr. Edgar R. Stockman**, department head at Dickinson HS; **Dr. Thomas Fraser**, Lincoln HS; **Irene Alliot**, Snyder HS; and **Charles Budenbender**, Ferris HS. Supervisor of business education in Jersey City is **Lawrence J. Camisa**.

• **Dr. Harry L. Jacobs**, president of Bryant College, Providence, Rhode Island, has a new scoop for his school: a series of Sunday afternoon TV broadcasts over Providence's WJAR-TV. It started on February 1 with "Tax Information, Please."

• **Dr. J. Frank Dame**, Dean of the School of Business at the Florida State University, has been elected an honorary Fellow of the American Institute of Management.

• **L. Millard Collins**, long at North Texas State Teacher's College in Denton, has joined the IBM staff in Dallas. Address: 2107 Bryan Street, Dallas 1.

• **Mrs. Edna M. Jones**, after serving for some time as acting head of the Department of Business Education at Colorado Woman's College, has received permanent appointment as department head. **Mrs. Frances Hardin**, of the CWC staff, is on a year's leave of absence—and a teaching fellowship—to work on her doctorate at the University of Denver; in her place is **Mrs. Doris Erfurdt**, a recent UD graduate.

• **Homer B. Smith**, former Indiana high school teacher and Indiana University instructor in business education, has left his position as educational director of the National Stationery and Office Equipment Association to assume a similar post with Ditto, Incorporated, manufacturer of liquid and gelatin duplicating machines and supplies. His addition to the Ditto staff is another in a series of expansions undertaken by Ditto to increase customer-service facilities.

• **Dr. Kenneth Zimmer** has been promoted—in the course of his first year at the Richmond Professional Institute



Homer Smith . . . now with Ditto, Inc.



Edward Goldstein . . . now Ed.D. (Columbia)

from head of the business education department to the acting directorship of the School of Business Administration.

■ New Doctorates—

• **Edward H. Goldstein**, Doctor of Education, Teachers College, Columbia University, August, 1952. Thesis: *The Significance of the Business Education Department Head in Selected Public Secondary Schools*, which was a comparison of what experts thought a business education department head ought to do with what analysis found they do; the study will be published by the South-Western Publishing Company as a service monograph. Major advisor of the study: **Dr. H. L. Forkner**.

Doctor Goldstein is department head

at Forest Park High School, in Baltimore, and principal of the Forest Park Evening Center. He has written widely in business education periodicals and is author of *Managing Your Money*, published by the Consumer Education Study of the National Association of Secondary School Principals.

• **Vern A. Frisch**, Doctor of Education, New York University, January, 1953. Thesis: *An Analysis of Clerical Typing Business Papers and Forms for the Improvement of Instructional Materials*, which was a comparison of on-the-job clerical typing with in-the-textbooks clerical typing and involved more than a thousand specimens of actual clerical typing materials. Major advisor of the study: **Dr. Herbert A. Tonne**.



EXECUTIVE ROSTER of the Rhode Island BTA, photographed at the Association's annual convention, are: Lionel H. Mercier (dean of Bryant College), vice-president; Rosella Cox (Mt. Pleasant HS), recording secretary; Anna Lyons (East Providence HS), treasurer; Mrs. Lucy D.

Madeiros (Central Falls HS), president; Thomas Moriarty (Pawtucket East HS), vice-president; Mary Keleghan (Pawtucket East HS), publicity chairman; and Ann Cussen (Rhode Island University), corresponding secretary. Not shown is Gerald Gordon (Cranston HS).



Vern A. Frisch . . . now Ed.D. (NYU)

Doctor Frisch is department head at New Rochelle, New York, High School. He has been very active in professional organizations—recently completed three years' service on the executive board of UBEA, for example—and has published widely; his best-known contribution is possibly *The Organization and Operation of a Clerical Practice Laboratory* (South-Western: Monograph 68).

• Lowell Chapman, Doctor of Education, Pennsylvania State College,



Lowell Chapman . . . now Ed.D. (Penn State)

February, 1953. Thesis: *A Study of the Existing Needs and Practices Relative to the "Introduction to Business Course as Currently Offered in Colleges and Universities of the United States.* Major advisor: Dr. James Gemmill.

Doctor Chapman is head of the Department of Business Education at Lincoln Memorial University, Harrogate, Tennessee. His bachelor's degree was earned at Ball State Teachers College; his master's, at the University of



NATIONAL SECRETARIES Association's advisory council for the Institute for Certifying Professional Secretaries met in Chicago in December to plan the 1953 CPS exams and promote Dr. Estelle Popham (eighth from left) to the post of Dean of the Institute. She succeeds Dr. Irene Place (sixth from left), who has served as dean for the past two years. The council is made up of representatives of NSA, business, and education (left to right):

Gladys V. Bauer, NSA, California; Dr. Albert C. Fries, education, USC; Gertrude E. Birkman, NSA, Texas; W. G. Turquand, business, Under-

wood Corp.; Kay B. Wareham, NSA, Michigan; Dr. Irene Place, education, University of Michigan and retiring Dean; Mrs. Mary H. Barrett, NSA president, Pittsburgh; Dr. Estelle L. Popham, education, Hunter College of New York, new Dean of the Institute for CPS; Mrs. Alicia Cogan, NSA, New York City; H. W. Dickhut, business (NOMA representative), Chicago; Dorothy Bentley, NSA, Michigan; Dr. Dorothy H. Veon, education, Pennsylvania State College; Robert E. Sloughter, business, Gregg; and Ruth I. Anderson, education, Texas Christian University.

Pittsburgh. He has taught at Greenfield (Indiana) High School, Miami (Ohio) University, the General Motors Institute, and Penn State.

■ Catholic BEA in Atlantic City—

The Catholic Business Education Association will meet in Atlantic City on April 8 and 9 for its eighth national convention. The executive board and committees will meet during the day on April 8; the general convention begins with a hospitality meeting that evening. The formal sessions begin the following morning, and include:

9:15. Opening of convention by Brother Philip, OSF, national president of CBEA, and welcome by Rev. Charles P. McGarry, Camden diocesan superintendent.

9:45. Address by the Most Reverend Loras T. Lane, auxiliary bishop of Dubuque, Iowa.

10:30. Panel Discussion on "Catholic Business Graduate and the Labor Movement."

11:30. Announcement of this summer's Business Education Clinic to be held at Catholic University on June 19-21 and presentation of the new *Encyclical Dictation* textbook by Sr. M. Therese, OSF.

12:15. Luncheon, with addresses by the Most Reverend Bartholomew J. Eustace, STD, Bishop of Camden; and Dr. James R. Meehan, of Hunter College.

2:00. Section meetings for college and high school instructors.

National officers of CBEA include Brother Philip, OSF (St. Francis Monastery, Brooklyn), president; Sr. M. Dorothy, OP (Bishop McDonnell HS, Brooklyn), vice-president; Sr. Mary Gregoria, BVM (Mundelein College), secretary; Sr. M. Immaculata, RSM (Mt. Mercy Junior College, Cedar Rapids), treasurer; and Rev. Charles Aziere, OSB (St. Benedict's College, Atchison), editor. Sr. Catherine Maria, CSJ (St. Brendan's HS, Brooklyn), is general chairman.

■ Professional Announcements—

• April 3: West Virginia Higher Education Conference, at the State College in Institute, West Virginia, at 2:00. Headliners: George Waggoner, Dr. Raymond Coleman, Mrs. Irene Clark Evans, and Rosewell E. Dewey, serving as a panel to discuss business-administration training.

• April 11: Luncheon meeting of the new Cleveland Area Business Education Association, at the Allerton Hotel, with Mrs. Willia Brownfield presiding. Special feature: A panel of five business training directors who will reveal Office Training Techniques Used in Business and Industry.

• April 12-15: Seventh Annual DECA convention, at the Dayton-Biltmore Hotel, Dayton, Ohio. Dr. William B. Logan, of Ohio State University, is

chairman of the DECA national advisory committee; *Marguerite Loos*, Ohio state supervisor, is convention chairman.

• April 18: Annual conference of the Western division of the Pennsylvania BEA, at the State Teachers College, Indiana, Pa., 9:00-2:00. Feature: A three-period schedule for 18 specific topical meetings, and lunch.

• April 25: Annual conference of the Eastern division of the Pennsylvania BEA, at Hershey HS, 9:00-2:00. Program: 15 topical meetings, arranged on a three-periods schedule, and lunch.

• April 25: West Virginia conference at Woodrow Wilson High School, Beckley, West Virginia, 9:00 to 4:30. Headliners: *D. D. Lessenberry*, *Neal A. Rasmussen*, *Charles E. Zoubek*.

• May 1-2: Wisconsin vocational convention, with business teachers meeting at luncheon to hear Dr. *H. H. Green*, of Northwestern, report "Modern Trends in Office Procedures."

• May 2: Annual shorthand and typing contest sponsored—complete with cups and other prizes—by the Memphis Chapter of the National Secretaries Association, Psi Gamma Chapter of Pi Rho Zeta, and the Miller-Hawkins School, all of Memphis. Information: Contest Chairman, 1168 Poplar, Memphis 5.

• May 16: Annual convention of the Connecticut BEA, at the New Britain Teachers College. Headliner: *Dean Peter L. Agnew*, of NYU.

• May 29-30: Annual sessions of the UBEA Representative Assembly, at the Hotel Statler, in Washington, D. C., with Dr. *Paul S. Lomax* presiding.

■ Who's Who at the EBTA—

When President Helen Reynolds pounds the gavel to open the 56th annual convention of the Eastern Business Teachers Association (Hotel Statler, New York; April 2-4), she calls into action a team of no fewer than 82 business educators scheduled to take part in leading various sessions of the convention program (outlined here last month). Here is the Who's Who and When of the program:

Agnew, Peter L., Thursday, 2:30; Friday, 3:15
Andrus, Harvey, Friday, 10:00
Baker, C. Drwood, Friday, 3:15
Bell, Kathryn, Friday, 8:00
Brecker, Raymond F., Friday, 3:15
Brendel, LeRoy, EBTA Membership Chairman
Brennan, Paul A., Thursday, 4:00
Butera, Mary C., Friday, 10:00
Butkus, William J., Saturday, 9:30
Caplan, Samuel W., Friday, 10:00
Carnell, E. Bradley, Thursday, 10:00
Carter, Marion A., Friday, 10:00
Churchman, Charles W., Friday, 3:15
Clegg, Helen, Friday, 10:00
Coleman, Marion G., EBTA Associate Program Director; Friday, 10:00
Duthie, Martha E., Friday, 3:15
DeLancey, Opal, Friday, 3:15
Dom, John, Friday, 10:00
Dordian, Ray O., Friday, 3:15
Dwyer, Catherine B., Thursday, 4:00
Egleton, Margaret, Friday, 10:00
Fedor, Loddie J., Friday, 3:15

Feldman, Harold, Thursday, 4:00
Forkner, Hamden L., Saturday, 8:00
Fowler, T. Orval W., EBTA Vice-President; Friday, 10:00; Saturday, 9:30
Gaffney, M. Francis, Friday, 3:15
Goodfellow, Raymond C., Thursday, 10:00
Gruber, Joseph, Friday, 10:00
Hamilton, William J., Thursday, 10:00
Hanrahan, Margaret A., Friday, 10:00
Hart, Rita V., Friday, 10:00
Hausert, John R., Friday, 3:15
Hopkins, Harold D., Friday, 3:15
Hutchinson, Elizabeth, Friday, 10:00
Jackson, A. Raymond, EBTA Executive Board; Thursday, 12:00; Friday, 3:15
Jacobs, Lloyd H., Thursday, 4:00
Jeffrey, Bruce E., Friday, 3:15
Jellinek, Harry J., Thursday, 10:00
Kelly, Helen J., Thursday, 4:00
Kesler, Jacob M., Friday, 10:00
Krawitz, Myron J., Thursday, 4:00
Kroll, Abraham, Thursday, 10:00
Kulp, Evelyn R., EBTA Executive Board; Friday, 10:00, 3:15
Lashab, Rose, Saturday, 9:30
LeMonte, Theodore M., EBTA Executive Board and Exhibits Chairman; Thursday, 4:00
McKinney, C. A., Friday, 12:30
Meyer, Robert J., EBTA General Chairman of Local Committees
Michener, Dwight W., Banquet Speaker, Thursday, 6:45
Miller, Jay W., Friday, 3:15
Morris, Marion P., Friday, 10:00
North, Frances Doub, Friday, 10:00
Packer, Harry Q., Friday, 10:00
Parkhurst, Charles C., Friday, 10:00
Peck, Gladys, Thursday, 10:00
Penney, J. C., Thursday, 12:00
Pellishock, William M., EBTA Program Director; Friday, 10:00, 3:15
Popham, Estelle, Friday, 3:15
Post, Donald J., Thursday, 10:00; Friday, 3:15
Pupchik, Ann L., Friday, 10:00
Reynolds, Helen, EBTA President; Thursday, 2:30, 6:45; Saturday, 9:30
Rewe, John L., EBTA Executive Board; Friday, 3:15; Saturday, 9:30
Seavey, Agnes C., EBTA Executive Board; Thursday, 10:00; Friday, 3:15
Seavey, Paul S., Thursday, 10:00
Shafft, Thaddeus J., Saturday, 9:30
Shift, Bernard A., EBTA Secretary
Slaughter, Robert E., EBTA Public Relations Chairman; Thursday, 12:00
Snyder, Walter M., Friday, 10:00
Steedman, Charles W., Friday, 10:00
Steinshope, Andrew, Friday, 10:00
Stella, Mary, Friday, 3:15
Stevens, Catherine, Saturday, 9:30
Stewart, Marion, Friday, 10:00
Stickney, Maude, Friday, 10:00
Stickney, Rufus, Thursday, 10:00; Friday, 10:00
Strong, Madeline, Friday, 10:00
Swerdfeger, R. C., Friday, 10:00
Taylor, Fernie H. Q., EBTA Treasurer
Trumper, Elisabeth F., Friday, 10:00
Turquand, W. G., Friday, 3:15
Vanderveer, Elisabeth T., Saturday, 9:30
Volk, Libby, Thursday, 4:00
Walker, Robert E., Thursday, 4:00

■ Meet Some New Presidents—

Of the *Louisiana BEA*: Kenneth N. LaCase, of Baton Rouge High School . . . of the *Massachusetts Council of Business Schools*: Hayden R. Child, principal of Lynn Burdett College; the executive secretary of the Council, Esther C. Mortimer, was reappointed by the executive board for the twelfth consecutive time! . . .

Of the *Pennsylvania BEA*: Dr. Benjamin Kuhkendall, Philadelphia, upped from vice-presidency; membership is nearing 700, goal is 1,000 for 1953 . . . of the *Distributive Education Clubs of America*: Miss Marguerite Loos, Ohio state D.E. supervisor . . .

Of the *North Dakota BEA*: Herbert Schimmelpfennig, of Mohall High School . . . of the *Connecticut BEA*: Laurent Fortin, East Hampton High

School . . . of the *South Dakota BEA*: Quentin G. Oleson . . .

■ Muse Heads Pi Omega Pi—

Just a quick step across the lobby of the Congress Hotel, in Chicago last Christmas time, took Dr. *Paul Muse* (head of the commerce department at the Terre Haute, Indiana, STC) from one gavel to another. Out going president of the National Business Teachers Association, he was made incoming president of Pi Omega Pi, national honorary fraternity for business teacher trainees.

Doctor Muse has been active in Pi Omega Pi for many years. For some time he was national organizer of new chapters and, until his selection for

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the presidency, national vice-president of the organization. He succeeded George Waggoner (University of Tennessee), who had just completed a double term as Pi Omega Pi president.

Elected with Doctor Muse were: *Mina M. Johnson* (Ball State Teachers College), vice-president; *Dr. James T. Blanford* (Iowa State Teachers College), treasurer; *Mrs. Marie C. Vilhauer* (Central College, Fayette, Missouri), secretary and historian; *Dr. Audrey V. Dempsey* (East Carolina College), organizer; and *Jane White* (BEW columnist and member of the staff at Georgia State College for Women), editor.

In an unprecedented action, the fraternity elected *Dr. Herman G. Enterline* (Indiana University) its first national honorary member, in recognition of his outstanding contributions to the field of business teacher training.

■ Huffman New NABTTI Head—

Dr. Harry Huffman, head of the Department of Business Education at Virginia Polytechnic Institute, was elected president of the National Association of Business Teacher-Training Institutions at its February meeting in Chicago. Fellow officers include *Dr. Lewis R. Toll*, vice-president; and *Dr. Donald Tate*, secretary. New board members include *Dorothy L. Travis* and *Dr. Milton Olson*.

■ Gruber Acting NYC Director—

• *Joseph Gruber*, formerly head of the Accounting and Business Practice Department of Central Commercial High School, in New York City, has been made Acting Director of Business Education for the City schools, filling



Joseph Gruber . . . NYC Acting Director

the vacancy created by the recent retirement of Nathaniel Altholz.

Mr. Gruber is widely known for his contributions to professional literature and organizations: He has been president of the New York CEA, vice-president of EBTA, editor of a CEA *Yearbook*, author of articles in business education and hotel management magazines, and a member of the special top team of business educators who participated in the recent vocational survey of New York City schools.

■ Delta Pi Epsilon Award Winners—

• As announced in the Feb. issue, *Dr. Forest Wayne House*, of the University of Nebraska, won first honors in the 1952 Research Award Contest sponsored by Delta Pi Epsilon for his Ph.D. thesis, *Factors Affecting Student*



COFFEE IN TULSA: Warming up for a conference of business teachers with Tulsa school administrators and NOMA businessmen are Nannie Lee Miller, Central High School; Dr. Charles C. Mason, Tulsa superintendent; Mrs. Norma Lou Bridges, Central High School; Dr. C. I. Pontius, University of Tulsa president; Edith White, Tulsa city BE supervisor; Okah Jones, past international president of NOMA; Dorothy Serviss, Guthrie High School; Clyde I. Blanchard, head of the Graduate Department of Business Education at UT; and Mrs. Blanchard. The conference session lasted for two and a half hours; was first of a projected series.

Achievement in Beginning Bookkeeping in High School, completed at Ohio State University under the direction of *Dr. J. Marshall Hanna*. Announcement of the award was made at the annual banquet of the fraternity, held in Chicago in December.

• At the same time, announcement was made of two additional honorable-mention awards, not previously reported. The first was made to *Dr. Theodore Woodward* (George Peabody College) for his Ph.D. thesis—completed at the University of Pittsburgh under the direction of *Dr. D. D. Lessenberry*—entitled *Promotion Policies and Job Sequences for Office Workers in Selected Types of Business*.

Similarly honored was *Dr. James T. Blanford* (Iowa State Teachers College), for his study, *The Relationship Between the Problems of Beginning Business Education Teachers and Their Experiences in General and Special Methods Courses*, an Ed.D. thesis completed at Indiana University under the direction of *Dr. Elvin S. Eyster*.

Twenty-one theses competed for the awards. Judges were *Professor Ann Brewington*, University of Chicago; *Dr. Jessie Graham*, Los Angeles Public Schools; and *Professor Robert A. Lowry*, Oklahoma A. & M. College.

■ Summer and Education—

If you're not planning to attend summer school, you will be interested in two other possibilities:

• Many large business firms believe that professors who teach economics, business administration, etc., ought to have some on-the-job experience—and are providing the opportunity. Allis-Chalmers, Dupont, Ford, Bristol-Myers and others are co-operating to the tune of \$400 for six-weeks work this summer. Where to inquire: the Foundation for Economic Education, Irvington-on-Hudson, New York.

• Summer camps in the East need experienced camp counselors for this summer. New England alone will need 3,000 counselors.

■ New Film Directory Available—

Kappa Chapter of Delta Pi Epsilon has just released Volume 4 of its fine series of film evaluations. The new 1952 *Directory of Film Evaluations for Teachers of Business Subjects* includes reviews of 43 recent films and filmstrips in bookkeeping, general business, human relations, office practice, occupational information, distributive education, and typewriting. It costs \$1 and is available from the Instructional Materials Laboratory, University of Michigan, Ann Arbor. Earlier volumes are still available: Vols. I and II combined, \$1.50; Vol. III, \$1.

■ Underwood in Key-Punch Field—

The Underwood Corporation, long famous for its Underwood typewriters,

Underwood-Sundstrand adding machines and office-supplies line, has become the third major manufacturer of office equipment to enter the punched-card tabulating and accounting field. International Business Machines and Remington Rand Inc. have already been in this field for some time.

Underwood's entry was made possible through arrangements with Powers-Samas Accounting Machines Ltd., of London, manufacturer of a complete line of punched-card accounting equipment. The equipment distributed by Underwood in the United States and Canada will be marketed under the trade names "Underwood" and "Samas."

These machines are unique, in that they use cards of three sizes, one as small as 2 x 3 inches. The small cards, Underwood states, make machine accounting available to medium and small business organizations because the small cards require less filing space and smaller machines for punching, sorting, and tabulating operations.

■ New Adjustable Desk Owner—

By purchasing the rights to the Hammond Adjustable Typewriting Desk, the Royal Metal Manufacturing Company (long a maker of metal furniture) has returned to the school-equipment field after two decades of absence. Royal Metal has made several improvements on the Hammond Desk, including the use of metal legs instead of wood and a construction arrangement for greater durability.

The basic principle of the adjustable desk is retained—the use of a precision-machined worm gear that raises and lowers a typewriter platform, set in a "well" in the desk top, so that the typewriter height can be adjusted instantly from 26 to 30 inches. Royal Metal is also placing on the market an inexpensive matching adjustable chair.

To expedite delivery, Royal Metal will distribute the desk and chair through franchise arrangement with school-equipment dealers instead of exclusively from their own shipping rooms in Chicago.

■ More Professional Announcements—

• *New owner* of the Southern School of Commerce, in Orlando, Florida, is H. K. Herren, who recently purchased it from G. S. Gaston, the founder. Mr. Gaston started the school in 1912 and had operated it for 40 years, until his health recently failed.

• The 21st annual Contest and Office Machines Show sponsored by the Bloomsburg (Pa.) STC will be held on the College campus on Saturday, May 2. Contests will be conducted in accounting, business arithmetic, shorthand, typing, and business law. The evening before, the school will present its seventh annual fashion show.

• *Teachers College*, Columbia University, will sponsor a one-day clinic on problems of teaching bookkeeping on April 18. The program will include morning and afternoon sessions and a luncheon. Consultants include Dr. Paul Carlson and Dr. H. L. Forkner.

• *The University of Houston* is offering something new this spring: a special "executive development program for middle management." Developed by Dean Eugene H. Hughes, the course provides instruction by top-flight business and education leaders, visits, etc. The six-weeks course, including room, board, books, and all fees is \$800.

• The next convention of the Southern Business Education Association will be held November 26-28 (Thanksgiving holiday) in Birmingham, Alabama. The following officers were elected at the last meeting of the Association, in Atlanta: Arthur L. Walker (Virginia state supervisor), president; Dr. Vernon Musselman (University of Kentucky), first vice-president; Mrs. Mary Crump (Jones Business College, Jacksonville), second vice-president; Dr. Kenneth Zimmer (Richmond Professional Institute), secretary; Kenneth H. Dunlop (Salisbury, N. C., Business College), treasurer; and Gladys Peck (Louisiana state supervisor), membership chairman.

For counselors, educators, and group leaders

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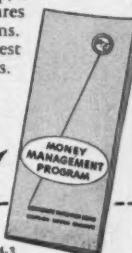
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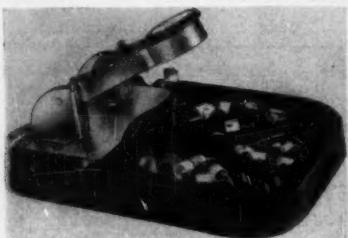
New Business Equipment

WALTER M. LANGE

Assistant Editor
Gregg Magazines

■ Plastic Binding Kit—

The Tauber Plastic Binding Kit enables anyone to plastic bind any typed or printed sheets, in seconds, at practically no cost. The kit consists of a plastic and cold-rolled steel hand punching machine and over 150



Tauber crack-resistant vinyl plastic binding tubes. The punch makes two Tauber-Tube holes, 2½ inches center to center, through about 15 sheets of paper at one time. Tauber Plastics, Inc., 200-S Hudson Street, New York City, is the manufacturer.

■ New School Furniture—

An entirely new concept in furniture for the school of today and tomorrow is being produced by The Brunswick-Balke-Collender Company, 623 South Wabash Avenue, Chicago, Illinois. An example of this new furniture is the student chair shown here. It is easily



converted to a tablet-arm chair, chair desk, or lounge chair. For further information about the complete line, write to the manufacturer.

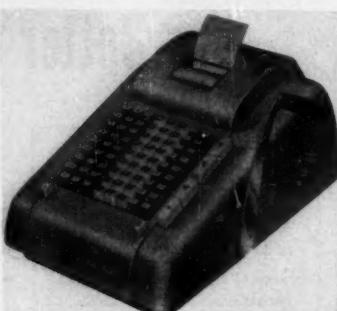
■ Electric Mimeo-Duplicator—

The use of a specially designed portable-drive unit makes this new office machine the lowest-priced electric mimeo-duplicator on the market, says the manufacturer, Marr Duplicator Company, Inc., 53 Park Place, New York 7, New York.

Known as the Marr "Fleetwing," the machine prints up to 5,000 sheets an hour; runs a variety of stocks (from 3-by-5-inch to 9-by-10-inch sheets); has a two-speed drive; has automatic, positive, single-sheet continuous load-feed; and counts only printed sheets. It is also available, without the electric drive, for manual operation.

■ Hand-Operated Adding Machine—

A new hand-operated adding and subtracting machine particularly suited for school administrative offices has been announced by the Clary Multiplier Corporation, San Gabriel, California.



fornia. Priced at \$135, the new machine has these features: automatic space-up of totals and sub-totals for easy reading; keyboard fits any size hand; pyramid keys to avoid fingernail breaking; and rotary action to insure smooth, quiet performance.

■ New Remington Rand Typewriter—

A new Remington Rand Electri-economy Typewriter that produces bold- or regular-weight printwork at a flick of the ribbon-control switch has been announced by the company. Called the Dual-Rite, this machine produces alternative typewriting through the use of two ribbons. When bold lines are desired, a Nylex ribbon rises mechanically in front of the customary paper-carbon ribbon. The unique bold-regular "write" is gained from increased ink deposit from added key impact due to double-ribbon thickness and controlled "spread" of the printed type. Utilizing present Electri-economy ribbon-control symbols, when set at "R" the new Dual-Rite will produce printwork of regular weight; shifting the ribbon-control key to "B" will produce the bold type.

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Junior OGA Test

Hi Mike,

Considering your artistic ability, I thought it wise to let you in on this choice bit of news.¹ The Club is running an amateur painting contest. Would you be interested in entering it?

I think this² would be a very good opportunity for you—the three winning entries will be on display at the Museum³ of Modern Art. You can paint whatever you want, and it can be done either in oils or in water colors.⁴

Let me know as soon as possible whether or not you are interested.

John (94)

OGA Membership Test

IT IS UP TO YOU!

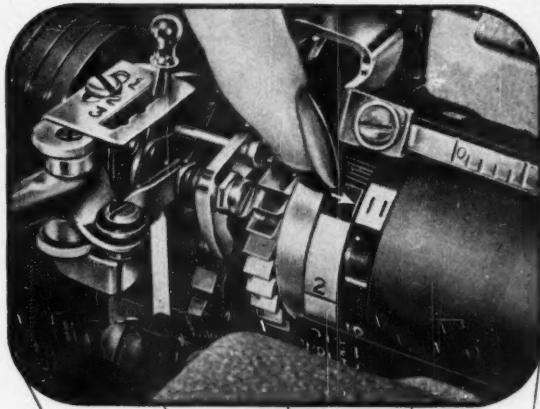
If you have ability and training, you need never lack for a good position. Work is a habit of mind⁵ as well as of body, and it is enjoyable to all who are not misfits in their trade.

Many people who⁶ work hard do it easily. The secret of turning out a great deal of work lies in doing it with as little⁷ wear and tear on the nervous system as possible.

The man who likes what he is doing seldom feels the burden⁸ of it. He rarely ever gripes. Indeed, his work is a pleasant recreation for him!

He works best who keeps his⁹ mind serene, his spirits light and happy, who lives simply and refuses to be stampeded into a mad rush¹⁰ of diversion and thrills. There is no greater thrill to be found anywhere than we have in mastering our talents,¹¹ our learning processes, and our jobs. (146)—Adapted.

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